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ABSTRACT

Basic English is a non-credit course designed to help non-English-speaking senior high school students in Alberta develop basic communication skills. The curriculum guide for the course outlines the program and course philosophy, rationale, and target audience; states the program and course goals and objectives, including minumum expectations; describes the intended content, including cultural topics and themes and suggested time allotments; suggests teaching strategies and instructional planning techniques; outlines purposes and strategies of student evaluation; gives recommendations for learning resources; and presents three complete sample units. (MSE)

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ENGLISH AS A SECOND LANGUAGE 10A

BASIC ENGLISH

Language Services

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ENGLISH AS A SECOND LANGUAGE 10A

BASIC ENGLISH

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This publication is a service document. The minimum content which is mandatory for ESL 10A appears in the **Program of Studies for Alberta Schools.** All other advice and direction offered in this document are suggestions only.

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PREFACE

ENGLISH AS A SECOND LANGUAGE FOR SENIOR HIGH SCHOOLS (ESL 10A, 10B and 10C)

The Alberta program of studies for senior high schools is intended for the vast majority of resident students. In order to meet the linguistic and cultural needs of English as a Second Language (ESL) students, the regular program must be supplemented with courses designed specifically for these students. Students require varying amounts of time to reach a level of linguistic competence in standard Canadian English which will allow them to enrol in regular programs. Placing students in the regular program only after they have achieved an adequate level of English language proficiency results in a greater potential for academic success and more positive feelings of satisfaction, contentment and belonging.

To make a successful transition to the regular program, students need specialized English as a Second Language programs at all levels, grades 1 to 12. It is important to note that not all first language learning assumptions are generalizable to second language learning. The teaching of English as a second language must provide a modified learning approach. In the senior high school, the increased conceptual load of the content and the need for more abstract thinking requires a wide range of vocabulary and increasingly complex language skills. Thus more specialized ESL courses are required over a longer period of time to develop skills.

ESL 10A — **Basic English** is a non-credit course designed to help students develop basic communication skills. It is intended for students who have no experience with spoken English, or very limited experience. Students spend as much time in ESL 10A as they require to achieve the course objectives.

ESL 10B — **Language Development Across the Curriculum** is a five credit course designed to prepare students who are at an intermediate level of

English language proficiency for studies in the content areas. The course is designed to help students succeed in high school subjects such as social studies, science and mathematics. Students normally enter ESL 10B upon completion of ESL 10A, or upon demonstrating that they have reached an equivalent level as a result of some other English language learning experience.

ESL 10C — **An English Language and Literature Transition Course** is offered for five credits and is intended to meet the communication needs of ESL students who are at the intermediate to advanced level of English language proficiency. ESL 10C is appropriate for students who intend to pursue further studies in English language arts courses at the high school level. The course is intended to introduce the ESL student to English literature using the communication strands set down by the Alberta curriculum for language arts.

COURSE SEQUENCE

It is suggested that ESL 10A, ESL 10B and ESL 10C be taken sequentially; however, at the discretion of the local jurisdiction, students may take various combinations of these courses.

GUIDELINES IN THE USE OF THIS DOCUMENT

We suggest:

- **Skimming** to become familiar with content.
- **Reading** the definitions, philosophy, goals, objectives, and the underlying assumptions and objectives.
- **Becoming familiar** with the objectives for skill development in reading, writing, listening, speaking and viewing.

- **Studying** carefully the statement of content which includes cultural topics and themes, language uses and linguistic structures.
- **Using** the suggestions for teaching strategies and the specific skills list in planning the term's work and developing unit plans and lessons.
- **Using** the suggested evaluation strategies to develop a comprehensive assessment plan.
- **Comparing** the statement of content with the suggested texts and other resources available in your classroom and school.

SECTION I

PHILOSOPHY AND RATIONALE

PROVINCIAL PHILOSOPHY OF THE ESL PROGRAM — GRADES 1 TO 12

The philosophy of this ESL program is in accord with the Goals of Basic Education for Alberta. All students, regardless of their linguistic and cultural background, will have opportunities to develop to their full potential.

While ESL students have much in common with other students, they have specific needs in two areas: learning a new language, and adapting to another culture. Every effort should be made to meet these needs in such a way that, as students achieve fluency in English that is commensurate with their ages and abilities, their first languages (L^1)* and their cultures are supplemented, not supplanted.

Following are some of the fundamental principles upon which the provincial ESL program is based.

- A student's sense of identity and self-worth is closely linked to his first language or dialect. This should be recognized and respected.

- Language has a variety of functions. Students need opportunities to gain competence in English as a form of communication in a range of functions and a variety of contexts.

- Content which is meaningful and interesting to students enhances language learning.

- Concept development and language development are interrelated. Concepts developed in L^1 may be transferred to L^2. Language and concepts may need to be developed in L^2. The same is true with second dialect speakers.

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* L^1 denotes first language and L^2 second language.

- During the course of learning a second language the student progresses through different stages at varying rates.

- While it may appear that ESL students are not actively involved in classroom learning activities, these students are in fact trying to absorb and process a great deal of language and activity that is new to them.

- Maintenance of the mother tongue helps to enhance second language acquisition.

- Every effort should be made to place ESL students in situations that maximize their opportunities to learn standard Canadian English, to interact with their peers, and to exchange cultural information.

- Integration is preferable to assimilation. While ESL students must be oriented to the multi-ethnic nature of Canadian society, students and their families will choose to maintain their own culture in certain facets of life. Mutual understanding and respect across cultures must be encouraged.

- The students' success in the ESL program depends, in part, on the quality of interaction and level of understanding that exists between the school and the students and their homes.

- An exchange of cultural information within the school can lead to an understanding of, and an appreciation for, the various cultures represented in the school and community.

- The program should take into account that ESL students may experience the psychological phenomenon of culture shock during the period of adjustment to the new culture.

ESL students frequently enter Alberta senior high schools at the age of 15 years or older with little or no previous exposure to the English language or to Canadian culture. The situation is even more critical for students whose education has been

interrupted due to social and political conditions in their own countries. For these students there are not only linguistic and cultural gaps, but also educational gaps.

The three high school ESL courses, ESL 10A, 10B and 10C, will help students to:

- acquire and practise linguistic skills which are necessary for academic success across the subject areas at the high school level;

- make the psychological adjustment to their new culture and acquire sufficient knowledge of the culture to enable them to become integrated without major trauma;

- transfer, when necessary, from one Alberta high school to another within a provincially approved and accredited program.

RATIONALE FOR ESL 10A

The following principles of language and language development were assumed in the writing of the ESL 10A course. These assumptions constitute the philosophy for the course.

1. Language and culture are integrally related.

2. Language is best learned in a relaxed, stress-free environment.

3. Acquisition of a language precedes learning.

4. Order of acquisition of linguistic structures and language uses will vary from student to student according to his or her educational, social, linguistic, and cultural background.

5. Students learn language best when they have many and varied opportunities to experience language aurally, visually and kinesthetically.

6. Students need many and varied opportunities to use language in meaningful contexts.

7. Students tend to learn best what is immediate, relevant and interesting.

TARGET AUDIENCE FOR ESL 10A

ESL 10A is intended for high school students who have no or limited experience with spoken English. ESL 10A students have a great variety of experiences which affect their acquisition and learning of English. Their previous exposure to English or a related language, and the level of literacy in their own and other languages will affect the rate at which they become fluent in English. Past experiences such as personal traumas, educational opportunities, attitudes toward education and expectations for material success will also affect the time the student requires to complete ESL 10A. In order to accommodate the individual needs of ESL 10A students, regular monitoring of language acquisition should be maintained in order to ensure continuing progress.

SECTION II

GOALS AND OBJECTIVES

PROVINCIAL GOALS OF THE ESL PROGRAM — GRADES 1 TO 12

The provincial goals of the ESL program are to:

- maintain and develop a sense of self-worth and confidence in ESL students;
- prepare ESL students to study and work in areas where Canadian English is the language of communication;
- provide ESL students with an orientation to the cultural and social environment of the school while maintaining pride in their own linguistic and cultural heritages.

PROVINCIAL OBJECTIVES FOR THE ESL PROGRAM — GRADES 1 TO 12

The objectives of the program can best be attained by providing ESL students with opportunities to:

- listen to and understand what is expressed by others;
- speak clearly and appropriately in a variety of contexts;
- read with comprehension at a level commensurate with their ages and abilities;
- write accurately and appropriately for a variety of purposes;
- adjust to unfamiliar methods of instruction and types of school organization;
- participate actively in all aspects of school life;
- participate in the daily life of the community in which they reside;
- explore the various cultures represented in the Canadian mosaic;
- become familiar with customs and ways of life in Canada.

COURSE OBJECTIVES

The objectives of the ESL 10A course are to:

- develop a functional knowledge of the English language in listening, speaking, reading, writing and viewing;
- develop an awareness of the communicative uses of language;
- develop an awareness of the cultural and social habits of Canadians in a variety of settings while still maintaining the student's pride in his cultural and linguistic heritage;
- develop appropriate social and cultural behaviour skills and the ability to apply appropriate acquired linguistic skills in everyday situations.

SPECIFIC OBJECTIVES AND MINIMUM EXPECTATIONS

It is suggested that the content of ESL 10A be presented through the integration of reading, writing, viewing, listening and speaking activities. The instructional program addresses skill areas in each of the communication strands to assist the students in developing competency in each area. (NOTE: Grammatical and syntactic elements should not be taught in isolation but always in the context of the five learning strands.)

The following objectives and corresponding minimum expectations for skill development and cultural understanding are required for ESL 10A.

READING

The objectives in reading are to:

1. develop an awareness of the form and structure of English syntax and morphology; and,
2. demonstrate ability to read and comprehend familiar material and combinations of familiar material.

At the end of ESL 10A, the student should be able to:

1. recognize the Roman alphabet;
2. relate the phonemes to the corresponding graphemes;
3. identify and discriminate the consonants and vowels;
4. decode words;
5. understand some conjunction, noun and verb constructions, and main ideas from sentence structure;
6. read aloud combinations of familiar material demonstrating correct sound-symbol correspondence, word groups, basic intonation patterns and rhythm;

7. read aloud materials containing some new lexical elements demonstrating the ability to apply generalizations about sound-symbol correspondence, word groupings, basic intonation patterns and rhythm;
8. read silently with comprehension:
   a. familiar material learned orally,
   b. combinations and rearrangements of familiar material,
   c. material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items;
9. read for specific information and ideas; and,
10. read a passage and answer questions.

WRITING

The objectives in writing are to:

1. acquire a basic productive vocabulary; and,
2. display the ability to manipulate the form and structure of English syntax and morphology.

At the end of ESL 10A, the student should be able to:

1. recognize and reproduce the printed and cursive forms of the Roman alphabet;
2. copy familiar vocabulary and expressions;
3. develop spelling strategies;
4. make simple substitutions from known vocabulary within a familiar structure;
5. combine familiar vocabulary and structure;
6. write answers to questions that use only familiar vocabulary;
7. write guided compositions based on responses to questions from visual or oral cues;
8. write dictations based on familiar material;
9. write sentences that illustrate correct linguistic structures and maintain continuity of thought and expression; and,
10. write a social letter.

VIEWING

The objectives in viewing are to:

1. develop strategies to gain information from visual modes of communication; and,
2. demonstrate the understanding of how visual media are used as a mode of communication in Canadian culture.

At the end of ESL 10A, the student should be able to:

1. use and respond to visual cues;
2. learn from visual media;
3. interpret visual media such as charts, graphs, diagrams and pictures; and,
4. appreciate visual media.

LISTENING

The objectives in listening are to:

1. acquire a broad receptive vocabulary; and,
2. demonstrate the ability to understand social English spoken at a normal rate, by a variety of speakers, and in a variety of contexts.

At the end of ESL 10A, the student should be able to:

1. distinguish phonetic differences within the Canadian English sound system;
2. distinguish different intonation and stress patterns commonly found in Canadian English;
3. comprehend aurally the lexical items of the course;
4. understand familiar questions, statements and instructions which incorporate the required linguistic elements of the course;
5. understand new combinations of structures and vocabulary of the course;

6. understand the general meaning of material containing a limited number of cognates or vocabulary items;
7. understand a variety of speakers in structured situations;
8. perceive intents, feelings or emotions in the intonation and stress patterns used by the speaker;
9. identify specific information and ideas; and,
10. perceive formal and informal levels of language usage.

SPEAKING

The objectives in speaking are to:

1. acquire a basic productive vocabulary;
2. develop an awareness of the form and structure of the syntax and morphology of spoken English;
3. acquire, as far as possible, a clear and unambiguous pronunciation of English sounds, words and sentences; and,
4. show competency in the use of English for social interaction in a variety of contexts.

At the end of ESL 10A, the student should be able to:

1. produce English sounds accurately; use intonation, rhythm and stress patterns common to Canadian English;
2. respond orally to cues requiring the use of the linguistic elements of the course;
3. produce declarative, interrogative, imperative and exclamatory sentences by combining known elements;
4. describe a familiar situation using the linguistic elements of the course;
5. relate a sequence of actions or ideas;
6. request information using familiar vocabulary;
7. interview someone and report the findings;
8. summarize the main ideas of a familiar situation;

9. explain how to do something;
10. express ideas or feelings within the range of language experience; and,
11. utilize common forms of non-verbal communication to facilitate communication of a message.

SECTION III

STATEMENT OF CONTENT

STATEMENT OF CONTENT

ESL 10A consists of three interrelated components: **cultural topics and themes, language uses** and **linguistic structures.** The components, presented in an integrated manner, develop communication skills. The content is organized in two parts according to the following format:

CULTURAL TOPICS AND THEMES	PART I		PART II	
	LANGUAGE USES	LINGUISTIC STRUCTURES	LANGUAGE USES	LINGUISTIC STRUCTURES

The scope of the course is broad in order that the full range of student ability levels may be accommodated. Fifteen cultural topics and themes have been identified. Teachers are to select topics and themes on the basis of the instructional needs which in turn are determined by the cultural and social backgrounds of the students. The division of the content into two parts -- Part I and Part II -- allows the teacher to place students at levels commensurate with their abilities, Part I being introductory and Part II more advanced. The statements of performance outcomes may be used as checklists for the appropriate placement of students. **Language uses** and **linguistic structures** are to be taught in combination for the purpose of communicative competence using thematic content as context for the instruction. Upon completion of ESL 10A the student shall demonstrate communicative use of appropriate vocabulary and linguistic structures in everyday situational contexts.

STATEMENT OF CONTENT

CULTURAL TOPICS AND THEMES	PART I: The purpose of Part I is to provide students with essential language to meet their daily needs. The focus is on everyday situational uses of language and on introductory language concepts and fundamental skills.		PART II: The purpose of Part II is to provide students with language to deal with increasingly formal situations. The focus is on further developing heuristic and hypothetical uses of language, and on combining and manipulating elements of language into increasingly complex structures.	
	LANGUAGE USES	**LINGUISTIC STRUCTURES**	**LANGUAGE USES**	**LINGUISTIC STRUCTURES**
1. community 2. family 3. time 4. geography 5. dress 6. climate 7. food 8. health and health practices 9. school system 10. currency and money transactions 11. leisure activities 12. history of Canada 13. occupations 14. social conventions 15. housing	Using language to: 1. identify self and others 2. describe self and others 3. exchange ideas and information on a personal level 4. describe things and activities in the environment 5. identify things in the environment 6. talk about the future on a personal level 7. express a personal point of view 8. establish informal relationships 9. request assistance on a personal level	Communicating effectively by using: - verb tenses - nouns - numbers - descriptors and expanders - questions - modals/auxiliaries - verb construction - punctuation	Using language to: 1. report experiences 2. express emotions, problems and concerns 3. direct the actions of self and others 4. receive information 5. reorganize information 6. establish formal relationships 7. hypothesize about the future 8. evaluate information	Communicating effectively by using: - parts of the sentence - simple sentence construction - complex sentences - agreement between subject and verb, noun and pronoun and the antecedent - word building - manipulation of words and word groups - direct and indirect speech

CULTURAL TOPICS AND THEMES

In order to communicate effectively in a new language, a student must become aware of the social and cultural habits of the people who speak that language. However, the student's own linguistic and cultural heritage must also be supported if he is to adjust successfully to the new culture.

Examination of the new culture relative to one's own will help each student to understand his own and his classmates' cultures, specific attitudes, values, and behaviors. The result will be a greater awareness and acceptance of cultural diversity in the classroom and the community.

The Statement of Content identifies 15 cultural topics and themes. Teachers are encouraged to include topics of high interest to the student based on the student's life and school experiences. Section V of this document provides some guidelines for selecting and using high-interest topics along with suggested performance statements related to each of the topics.

The topics and performance statements are not listed sequentially. They may be implemented using varying levels of language complexity so that the functional language ability and fluency of the student is accommodated. The first sample unit in the Appendices illustrates how one cultural topic and theme can be implemented at differing levels of language complexity.

LANGUAGE USES

All language has a communicative purpose. People use language to express needs and desires, to maintain a system of social relationships with others, to direct the behavior of other people, to discuss people, objects or events, to explore their creativity in forms of creative compositions, and even to talk about language itself.

Linguistic structures and language uses are closely related in that the communicator's intention determines which linguistic structure is to be applied. The same linguistic structure may be used in the expression of a variety of language uses. A primary objective of ESL 10A is to convey to the student an awareness and understanding of the communicative uses of language. At the end of ESL 10A, the student should be able to demonstrate communicative use of acquired vocabulary and language structures in everyday situational contexts.

As students gain proficiency in listening, speaking, reading, writing and viewing, they must also learn to use the acquired language to achieve new communicative purposes. Suggested specific language uses for Parts I and II of ESL 10A are provided in Section V. It should be noted that language uses are not normally taught one at a time, but rather grouped around a theme or communicative purpose. Appendix II illustrates this point.

LINGUISTIC STRUCTURES

Linguistic structures for Parts I and II of ESL 10A have been identified in the Statement of Content. Part I, which addresses the needs of the students who are beginning the study of English, introduces the fundamental elements and the basic structures of the language.

Part II addresses the needs of students to be able to combine and manipulate the basic structures of language at the sentence level. The concepts and structures of Part I are reintroduced in Part II within the context of increasingly complex situations and language uses. In this way, the linguistic structures in Parts I and II are introduced, reintroduced and reinforced in the spiralling of the language structures throughout the course. The specific linguistic structures which students are expected to acquire in each of Parts I and II are identified in Section V.

IN SUMMARY, THE REQUIRED COMPONENT CONSISTS OF:

1. Course Objectives;
2. Cultural Topics and Themes as specified in Statement of Content;
3. Language Uses, Parts I and II; and,
4. Linguistic Structures, Parts I and II.

THE ELECTIVE COMPONENT CONSISTS OF:

1. Choice of Cultural Topics and Themes as specified in Statement of Content;
2. Alternate Topics of Interest to Students; and,
3. Language Uses and Linguistic Structures which reinforce core component skills.

TIME ALLOTMENT

Instructional time for ESL 10A will depend on the level at which the student enters the course and the time it takes him to achieve the objectives of the course. Numerous factors determine the period of study and adjustment required by each student to gain the entry competency necessary to deal with the next course of study. ESL 10A makes different demands on different individuals. The students in this course have a great variety of experiences which affects their acquisition and learning of English. Their previous exposure to English or a related language and the level of literacy in their own and other languages will affect the rate at which they become fluent in English. Past experiences such as personal traumas, educational opportunities, attitudes toward education and expectations for material success will also affect the time the student requires to complete ESL 10A. In order to accommodate the individual needs of ESL 10A students, regular monitoring of language acquisition should be maintained in order to ensure continuing progress.

A student entering ESL 10A should be placed at an instructional level within the course commensurate with his functional fluency and communicative ability in English. Exit from ESL 10A will be determined by an assessment of his mastery of the Objectives for Skill Development in reading, writing, listening, speaking and viewing.

SECTION IV

NOTES TO THE TEACHER

TEACHING STRATEGIES

USING THE SPIRAL CURRICULUM MODEL

The spiral curriculum model has been adopted to illustrate how the three components of the content statement -- **Language Uses, Linguistic Structures** and **Cultural Topics and Themes** -- relate to each other. A spiral curriculum facilitates mastery of a skill or concept by multiple presentations in a variety of settings and contexts. For example, in ESL 10A linguistic structures are introduced within the contexts of the **Language Uses** and the **Cultural Topics and Themes.** A particular linguistic structure may be encountered numerous times in various contexts and uses and at various levels of complexity.

The presentation of the same linguistic structure in the context of many language uses and in various socio-cultural settings has benefits for both the student and the teacher, including the following:

- Weak students are given many opportunities to manipulate a language structure in a variety of contexts. Stronger students are given opportunities to explore new uses of familiar structures. Students at all levels of language development have opportunities to create original sentences in a variety of contexts.

- Teachers can avoid the use of repetitious, artificial and sometimes tedious reviews of previously introduced language structures. The introduction of new lexical items and language structures can be provided within the context of the linguistic structures. The necessity to deal with many levels of language development at one time may be addressed at varying levels dependent upon the functional needs and levels of language fluency of the students.

A basic principle of the spiral curriculum is that mastery is preceded by fluency. Fluency refers to the production of language by a learner. The learner can produce a great deal of language; however, it may not necessarily all be correct. Mastery is indicated by the correct usage of language when it is applied to a variety of

contexts. The application of the spiral curriculum offers students multiple exposures to a skill or concept and thereby the opportunity to achieve fluency followed by mastery.

THE INTEGRATED APPROACH

The integrated approach is recommended for teaching listening, speaking, reading, writing and viewing. When the skills are taught together they reinforce each other and students are able to make the transfer from one skill area to another. The result is a more thorough understanding of the message and ultimately a more rapid mastery of the language. The integrated approach also accommodates the individual learning modes of the students by presenting the language aurally, orally, visually and in writing.

AURAL-ORAL SKILLS EMPHASIS

The primary emphasis in this course is the development of aural-oral skills since students need to be well equipped in these areas in order to survive. Their academic and social success is contingent upon their ability to speak English and understand others who are speaking English.

THE COMMUNICATION PROCESS

ESL 10A students must experience some success as communicators in the medium of the English language and in Canadian culture. To accomplish this they need to be made aware of the elements, the carriers and the facilitators of the communicative process. As they come to understand the process and parts of communication they become better able to cooperate in the learning situation. The overwhelming task of learning a language begins to be definable as they see the process reduced to its elements and as they gradually become better equipped to break down the barriers.

The communicative process occurs when a message is encoded by a sender, transmitted to a receiver and decoded by him. (This process is explained more fully in the Alberta Junior High School Language Arts Curriculum Guide*.) The student of English, as a sender or receiver, will need to employ the morphology (form and structure of words), syntax (arrangement of words in phrases and sentences), phonology (pronunciation) and semantics (word meanings) of the language in order to generate and translate messages in English. In addition, he will need to be made aware that both the personal experience and culture of the sender and receiver are components of communication. Barriers encountered by the ESL student may be caused by such factors as faulty pronunciation or the misapplication of an idiom. Gestures and paraphrasing are two examples of communicative facilitators.

ENRICHING THE SECOND LANGUAGE LEARNING ENVIRONMENT

Although the process of acquiring and learning a second language is not completely understood, it is known that stress inhibits the process. The teacher can facilitate language acquisition by employing attitudes and techniques which minimize stress for students, and by providing a warm, safe and enriched classroom environment.

ESL students are vulnerable to having their intentions, identities and abilities misunderstood because they are unable to function fluently in English. They may also be bewildered by the disorientation or emotional trauma of culture shock. By keeping the risk factor low, and by establishing good rapport with the students, the teacher can help to alleviate the effect of these two problems and enhance the students' potential for acquiring the language. Teachers can help their students feel accepted and respected by:

1. ensuring that the cultural heritage and beliefs of each student are respected;
2. letting students know that it is acceptable and even productive to make mistakes;

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* Junior High School Language Arts Curriculum Guide (Edmonton: Alberta Education, 1978), p. 114.

3. encouraging students to share their experiences;
4. giving students time to adjust; and,
5. helping students prepare for new activities.

Teachers can also encourage student success by:

1. ensuring that students know that they can get help from the teacher when they need it;
2. chatting with students about their interests and activities;
3. providing students with cues and models during classroom activities; and,
4. acknowledging or cross-referencing students' attempts to answer in an appropriate context.

A rich environment stimulates students. Visual aids, when used extensively, provide a starting point for students; concepts are then reinforced through multi-media presentations and projects. Because active involvement stimulates language acquisition, opportunities for participating in and experiencing communication in real contexts should be provided. Provision for interaction with a variety of English speakers acquaints students with different levels of formality, dialect, pronunciation and styles of speech within the English language. By using a variety of teaching methods and resources, including literature which suit the abilities and interests of students, the teacher can accommodate individual learning styles.

TEACHING CULTURAL TOPICS AND THEMES

The suggested cultural topics and themes for the course are intended to assist the teacher in determining appropriate contexts for teaching language uses and linguistic structures, based on the needs and interests of students in the class. These suggestions should not in any way limit the scope of topics explored by the class, nor should the teacher dwell on those which are neither relevant nor interesting to students. In many cases, it is appropriate to combine topics. For example, a unit about dressing appropriately for winter weather could include cultural concepts from several topics including dress, climate, currency and money transactions, and leisure activities. Student interest may also be a reason to explore aspects of a

topic not suggested herein. Other topics of interest to students such as space-age travel, life-styles in the future, computer-age developments, consumer education or cooking could be included in the curriculum. Having students complete an interest inventory early in the course is a valuable method of determining student interests.

DEALING WITH SENSITIVE ISSUES IN THE CLASSROOM

In the course of learning a language and receiving an orientation to a new culture, students will undoubtedly come into contact with values, morals and attitudes that differ from the ones they are developing through their families and churches. Sensitivity must be exercised so that students' classroom experiences will contribute positively to their life experiences outside the school.

The ESL classroom is a meeting of cultures; differences represented there can be used as strengths for the benefit of all. The teacher can plan and prepare for this to occur by becoming informed about cultural similarities and differences and about approaches to dealing with sensitive issues in the classroom. Students, members of their families and their ethnic communities can offer a great amount of information on their various cultures and thus help teachers in the school to become more informed. However, it is likely that unpredictable situations or conflicts will arise which will need to be dealt with immediately. In these cases the teacher becomes a role model, exemplifying an open mind, fairness, rational thought and a willingness to apologize.

When dealing with sensitive issues in the context of teaching the course, it is the teacher's responsibility to guide students in serious reflective thinking while at the same time maintaining respect for individual values and dignity. By appealing to similarities whether cross-cultural, cross-generational, historical or personal, the teacher reaches across barriers, helps individuals identify with one another and gives them encouragement.

THE ROLE OF LITERATURE IN ESL 10A

Literature may be used in ESL 10A both as a means of achieving the objectives of the course and as an end in itself. Poetry, drama, folk and fairytale, music and other literary selections can contribute to each of the content components of the course by:

- expanding the student's vicarious knowledge and experience of Canadian and other cultures;
- developing understanding about how language works (e.g. by modelling and manipulating imaginative language); and,
- demonstrating how language is used to express culture (e.g. imaginings, feelings, history, humor).

Furthermore, the value of studying literature for appreciation and enjoyment should not be overlooked. Literature broadens the student's knowledge, interests and experiences, increases his understanding, provides new perspectives, extends his imagination, clarifies his thinking and develops his love of reading. Literature communicates through various mass media and in all of the language arts skill areas (listening, reading, speaking, writing and viewing). It extends and strengthens receptive attention spans, and stimulates expression. It stimulates visual and auditory memory, increases vocabulary, promotes reading fluency, helps the student assimilate English literary patterns and teaches him to express himself in English. Literature offers enjoyment to the student and helps to make him a more independent language learner.

SUGGESTIONS FOR USING LITERATURE

The teacher can introduce students to English literature by reading to them, showing them posters, filmstrips, and movies, or by playing a record. These initial experiences facilitate transition into other skill areas. Listening and viewing activities can be utilized to generate interest which can then be channelled into discussion or

drama. Reading to the student will also help him move from hearing to reading independently. The forms, vocabulary and content received from literature can be used in speech, writing and art.

To initiate writing in English, the teacher may guide the student in examining and reworking particular elements from a library selection. The student can focus on vocabulary development by rewording descriptions or substituting rhyming words, on a linguistic structure by changing the time frame, or on a cultural element by fitting a ritual to a different context. The student can recast the patterns of language found in literature. For example, he may apply the pattern of a poem to a new topic or relate the theme of a selection to his own experience. Retelling material in another literary form such as a diary, letter or advertisement provides the student with a variety of ways to extend his language ability. It requires him to manipulate different uses of language such as changing a narrative into a persuasive advertisement or into an objective newspaper report. It also gives him practise with linguistic structures. For example, using a different point of view will require him to substitute pronouns and perhaps change tense. Cultural elements are also explored in these exercises. A change in point of view may involve a change in status and the level of formality of the language. Having a character from a selection respond to someone or some situation injected from outside the selection could introduce other cultural variations.

Following are several suggestions that utilize literature to accomplish the objectives of the course:

The Arts

- creating a display for the school library of a multicultural event that features multicultural literature;
- making a collage, sketch or painting to interpret a story;
- illustrating by poster a special vocabulary gleaned from a selection (e.g. words you need to solve a mystery);
- designing a mobile with symbols or objects from a poem, song or story; and,
- creating a board game.

Speaking and Listening

- discussing the body language in an audio-visual presentation;
- describing the body language in an audio-visual presentation;
- describing or creating a script for a film that is played without the sound track;
- miming a story, song or poem;
- recasting a speech into a discussion with questions and answers;
- doing choral readings of poems and songs;
- interviewing a representative from a publishing company, an author or librarian;
- singing songs and making new words for old songs;
- disussing the motives, sentiments, customs, dilemmas, characters, activities or time lapses found in a selection;
- having a debate to examine issues presented;
- role playing a selected character from a story or a character who is being injected into the setting; and,
- changing the date, setting or roles for a drama, video or picto-cartoon presentation.

Reading

- following directions from a recipe book;
- tracing a character's travels on a map;
- filling in a schedule on a calendar;
- making a time line;
- constructing a family tree for a character or diagramming a work hierarchy;
- enjoying free reading; and,
- sharing the most interesting feature of a book.

Writing

- making a dictionary of new vocabulary from a particular selection;
- using the collection of new vocabulary in a piece of original writing;
- retelling favorite expressions, idioms, cliches or descriptions from a selection;
- inventing prologues or new endings for a story;

- writing a dialogue for a narrative;
- preparing a riddle about characters, places or incidents;
- creating a quiz or crossword puzzle; and,
- visiting a setting that is comparable to one in a book and comparing them.

TEACHING THE COMMUNICATION STRANDS

Instruction in the skill areas requires careful consideration of "readiness". The first stage in determining the appropriate level of instruction is to observe the student's performances in his own language. How well is the student's aural-oral ability developed in his own language? Is the student literate in his own language? Which language concepts has he already acquired from experience with his native language? Information regarding these concerns might be determined by providing opportunities for the student to read material in his own language. Checklists for assessing reading readiness may be found in the ESL Assessment Handbook*.

Following are notes on the basic principles involved in teaching the various skills.

Listening

1. The listening content must be appropriate to the level of development of the student.
2. It will require ample practise.
3. Listening activities should involve a readiness activity and be followed by some required response such as following directions, speaking or writing.
4. Listening should be well integrated into the total language program and presented with content that is of interest to the students.
5. Activities might include a) paired activities in which students give and follow each other's directions, b) total physical response scripts, and c) operations, or instructions for solving a puzzle.

Speaking

1. Oral practise should be combined with writing activities and supplemented by

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* Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983).

reading, listening and viewing activities which facilitate transfer from oral to written language.

2. Oral language can be stimulated by providing activities that are relevant to the needs and interests of the students.
3. Techniques such as dialogue, conversation, role playing, singing, chanting, oral reading, drama and paired activities can be used to develop speaking skills.

Reading

1. Reading instruction must be preceded by readiness activities such as left to right directionality.
2. Reading material should not exceed the student's level of listening comprehension. In other words, written and spoken instructions should be given at a similar level of difficulty.
3. Students need preparation for reading tasks; for example, clarification of difficult pronunciation and vocabulary, and introduction to the cultural, linguistic, and informational content of the reading selection.
4. Comprehension, critical evaluation, enjoyment and appreciation are important aspects of reading instruction.

Writing

1. Writing includes pre-writing, drafting and rewriting as well as determining the appropriateness of the writing for its purpose and audience.
2. ESL students need specific instruction in moving from oral to written language, and from personal writing to more sophisticated forms of writing. For example, personal notes and letters differ from reports and narratives.
3. Topics should arise from oral activity in the classroom.
4. Opportunities should be provided for guided and free practise.

Viewing

Viewing is the tool the ESL teacher employs to establish initial communication with a student who has no previous knowledge of English or very little knowledge. The

first purpose of this component, then, will be to assist the student to gain knowledge and experience through the visual mode. The student will learn to evaluate what has been learned visually and begin to understand how meaning is conveyed visually. The program should also help the student understand how visual media are used as modes of communication in the Canadian culture.

1. A variety of media should be used in instruction: pictures, posters, filmstrips, television, video, photographs and objects.
2. Students should be involved in activities requiring them to observe, interpret and evaluate visual media.
3. Students should be required to respond to visual media both orally and in writing.
4. Students should be provided with many opportunities to make visual presentations.

Writing and Reading

Students' abilities to write in English will progress through readiness, copying, labelling, taking dictation and forming sentences. Students then progress from controlled to free composition. For example, students will move from fill-in-the blank exercises to guided writing tasks such as rewriting with structural changes, and then to free composition in which they discuss their experiences, thoughts and opinions in written form. ESL 10A will not deal particularly with the elements of the paragraph other than to encourage continuity and maintenance of a line of thought. Students' abilities to read in English progress through stages, as outlined in the following checklist*. The student can:

- read labels on concrete objects in the classroom;
- recognize isolated global expressions in print;

* English as a Second Language/Dialect Resource Book (Victoria, B.C.: Ministry of Education, 1981).

- distinguish letters of the alphabet, vowels from consonants, and relate phonemes to graphemes;
- read information about self (e.g. "My name is ..., my phone number is ...");
- read words and own writing aloud with correct stress, and read words in context with understanding;
- read sentences fluently;
- read own account of a shared experience;
- read passages fluently; and,
- read own and others' experience stories.

The student will need a left-to-right and down-the-left orientation before he learns to read and write. He will also need an understanding of the grapheme-phoneme relationship as it translates what he has produced orally into writing. The student's writing will provide significant clues as to reading readiness. The student begins to read as he works with his own materials. As each student begins to inquire about the correctness of his speech production and writing, he is indicating his readiness to proceed with reading.

Listening and Speaking

Readiness for listening and speaking includes the acquisition of new sound production habits and the ability to segment a stream of sounds into words. To this end the student needs to spend some time listening in order to process the sounds and structures of English. Often students do not speak for a period of time but continue to acquire competence in all five communicative strands. Teachers who experience students going through this "silent phase" should not feel anxious about the student's willingness to speak, and should continue to involve students in all classroom activities.

PLANNING FOR INSTRUCTION

Most models for curriculum development are designed to provide information about student learning that can then be used to improve the instructional process. The following steps are inherent in most curriculum development models:

1. Identify objectives for learning. Diagnosis of student needs to be met should preclude specific objective setting.

2. Design learning experiences by selecting and organizing activities, content and resources.

3. Implement the classroom experience.

4. Evaluate the students' growth and achievement as well as the instructional plan and the instruction.

Selection of the context must be made carefully to accommodate the group of students and the situation in which they find themselves. For example, it would not be appropriate to teach the importance of dressing warmly for winter in the middle of a pleasant spring.

Careful consideration must be given to the selection of objectives which are at an appropriate level to the ability of the students. Since the scope of the course is broad, it will be necessary to sequence the objectives from each of the content components in such a way that students can build on previously learned concepts. The teacher when planning needs to use a sequencing model that moves student language from the student himself and the experiences he brings to the learning situation (Part I) toward language acquired through vicarious experiences and the valuing which follows such experiences (Part II). This model that moves from the personal, to real, to valuing experiences will be useful for teachers in planning for groups of students who may be at different levels within the scope of the 10A course.

STEPS IN DEVELOPING A THEMATIC UNIT

1. Decide on a cultural topic or theme taking into consideration the interests and ages of the students.

2. Determine a focus for the cultural topic or theme. For example, a unit on occupations might focus on career awareness, job acquisition, career planning or occupational hazards.

3. Identify the language uses that the unit will focus on based on your knowledge of the students' needs and interests. For example, the language uses might be to:
   - use vocabulary and linguistic structures appropriate in the job marketplace;
   - use language to participate in a job interview; and,
   - use language to compare and contrast prerequisite skills for a variety of career opportunities.

4. Identify the linguistic structures on which the unit will focus. For example, appropriate linguistic structures might be frequency adverbs, conditional sentences, future time and/or comparative and superlative adverbs and adjectives.

5. Brainstorm specific concepts and/or skills that should be included in the unit.

6. Brainstorm materials and activities which will facilitate the development of concepts and skills. Add to the unit plan any new concepts and skills which may be necessary to complete the activities.

7. Use the planning sheet to check the balance of reading, writing, speaking, listening and viewing activities within the unit.

8. Organize the activities into a sequence which allows for an introduction to the theme, the development of skills and concepts, and the extension and application of acquired knowledge and skills.

9. Decide on a variety of methods of formative (ongoing) and summative (unit-end) evaluation.

A sample unit planning sheet and an activities brainstorming chart have been included to assist teachers in the development of unit plans. For an example of how the Unit Planning Sheet can be used, see Appendix I. Use of the Brainstorming Chart is illustrated in Appendix II.

SECTION V

STATEMENT OF SPECIFIC CONTENT

CULTURAL TOPICS AND THEMES

A selection of student performance statements is presented for each cultural topic and theme. These student performance statements suggest the variety of application of learned language the student might be required to make within the context of each topic or theme.

Student Performance Statements

Community

The student should be able to:

1. identify the names of buildings in the community;
2. identify the names of support services in the community;
3. identify the names of recreational facilities in the community;
4. identify transportation methods, routes and schedules;
5. ask for specific information about location, events or support services in the community;
6. locate specific services in the community;
7. receive solicited information about a service;
8. use solicited information about a service;
9. relate information about services to another person;
10. associate specific goods and services with the appropriate outlet in the community;
11. identify specific occurrences or events in the community;
12. identify, locate and use when necessary emergency services in the community;
13. identify the media in the community;
14. receive information from the media in the community; and,

15. read, understand and appropriately respond to traffic signs and information signs commonly encountered in the student's geographic environment.

Family

The student should be able to:

1. identify family relationships in English;
2. recognize informal forms of names of family members within family relationships;
3. ask and tell about family relationships; and,
4. recognize different family structures and different roles within that family structure.

Time

The student should be able to:

1. understand the concept of time in the past, present and future;
2. ask for and give information about time, that is, seasons, months, days, date, time in hours and minutes, holidays and special days;
3. ask and tell about age;
4. ask and tell about duration of time;
5. relate the concept of time to schedules the student encounters (school, T.V., bus, airlines);
6. ask and tell about events that occurred in the past; and,
7. ask for and give information about the future.

Geography

The student should be able to:

1. ask for and give information about location;
2. understand and use vocabulary to describe directions;
3. give and receive directions;
4. ask for and give information about distance in terms of time and physical proximity;

5. recognize and describe the location of major geographic features within the student's geographic environment;
6. locate and describe major points of interest in the student's geographic environment; and,
7. recognize the relationship between the modes of transportation used in the geographic environment and the geographic features of that environment.

Dress

The student should be able to:

1. identify common items of clothing;
2. identify common items of clothing that are appropriate for specified weather and geographic conditions as they apply to the student's geographic environment;
3. identify common items of clothing that are appropriate for specific activities;
4. ask and tell about possession of clothing;
5. ask and tell about how to purchase an item of clothing in a store;
6. ask and tell about the cost of an item of clothing;
7. describe an item of clothing with regard to color, size, style and suitability for specific situations; and,
8. identify colors.

Climate

The student should be able to:

1. ask for and give information about temperature;
2. ask for and give information about weather;
3. identify the seasons of geographic environment of the student; and,
4. recognize and respond to the effects of the climatic conditions or the seasons on an individual's lifestyle.

Food

The student should be able to:

1. identify common foods;
2. ask and tell about how to purchase food in a store;
3. ask and tell about the cost of food in a store;
4. order food in a restaurant;
5. ask and tell about appropriate quantities and measures of food;
6. discuss the taste, smell, texture of food;
7. be aware of social conventions of presentation and consumption of food;
8. be aware of personal hygiene habits associated with the presentation and consumption of food;
9. recognize the components of a well balanced meal using the foods readily available in the market place of the student's geographic environment; and,
10. recognize the difference between nutritional and non-nutritional food.

Health and Health Practices

The student should be able to:

1. identify the main parts of the body;
2. discuss how the student is feeling;
3. discuss illness, disease, feeling unwell;
4. give a physical description of self;
5. ask for and give information about self, state of being, state of health in health-care related settings;
6. suggest reasons for feeling well or unwell;
7. express emotions such as fear, anger, disappointment;
8. ask and tell about a person's emotional state;
9. understand and use vocabulary associated with routine practices of personal hygiene;

10. be aware of community support services that pertain to an individual's well being;
11. be aware of and utilize emergency health care facilities when they are required and appropriate; and,
12. be aware of practices that may contribute to good health.

School

The student should be able to:

1. understand school schedules;
2. ask and tell about school schedules;
3. identify school personnel;
4. apply appropriate social conventions to interactions with school personnel;
5. understand school requirements with regard to behavior and academic requirements;
6. ask and tell about location in the school;
7. give and respond to directions and instructions;
8. discuss future academic and vocational plans; and,
9. relate personal academic history.

Currency and Money Transactions

The student should be able to:

1. identify and use Canadian currency;
2. carry out transactions using Canadian currency;
3. ask and tell about how much an item or a service costs;
4. be aware of banking habits and practices; and,
5. be aware of services of banking institutions.

Leisure Activities

The student should be able to:

1. identify a variety of leisure activities that are appropriate and/or feasible in the geographic environment;

2. ask for and give specific information about leisure activities;
3. ask for and give instructions to carry out leisure activities;
4. express ability to participate in leisure activities; and,
5. identify and express what he wants or prefers to do.

History of Canada

The student should be able to:

1. recognize the way of life of earlier generations of Canadians as it contributes and affects life in Canada today;
2. recognize the multicultural input into the formation of Canada; and,
3. recognize the role of the individual in a multi-cultural society.

Occupations

The student should be able to:

1. identify the names of common occupations;
2. ask for and give information about occupations;
3. express which occupations are most suitable for the individual;
4. ask and tell about opportunities for employment;
5. ask and tell about wages and salaries;
6. be aware of expectations of employers;
7. ask and tell about fringe benefits offered by certain places of employment;
8. be aware of prerequisites for common occupations;
9. ask for and tell about prerequisites for common occupations;
10. establish a job search plan; and,
11. complete a job application.

Social Conventions

The student should be able to:

1. recognize and use appropriate social conventions to express greetings, farewells, introductions, apologies, thanks, good wishes, praises, congratulations, sympathy;
2. give advice or issue a warning to another person;
3. understand and use courtesy expressions;
4. understand mannerisms, gestures and facial expressions;
5. understand and use common telephone expressions and conventions;
6. understand and respond appropriately to frequently used instructions, directions and directives;
7. make simple requests and responses to requests in day-to-day situations;
8. indicate lack of understanding;
9. express uncertainty;
10. make appropriate oral invitations;
11. respond appropriately to oral invitations;
12. ask for permission;
13. tell what's wrong;
14. request help in a variety of settings and situations; and,
15. differentiate between appropriate mannerisms and behaviors in the first culture and in the new social and cultural situation.

Housing

The student should be able to:

1. identify the rooms of a home;
2. identify furniture and appliances frequently found in a home;
3. ask and tell about location in a home;
4. ask and tell about the rental of a home;
5. ask and tell about the purchase of a home;

6. identify the kinds of housing commonly encountered;
7. identify common household items in relation to use in a home; and,
8. describe common household items.

LANGUAGE USES

PART I

At the end of Part I, the student should be able to use language to:

1. identify self and others by name, address, telephone number, place and date of birth, age, sex, origin and nationality, and position in a family relationship;
2. describe self and others in terms of physical attributes;
3. express a person's likes and dislikes;
4. express a person's capabilities (what a person can and cannot do);
5. discuss and describe where a person lives;
6. discuss and describe where a person lived in the past;
7. ask for and give information about types of accommodation;
8. describe a person's neighborhood;
9. ask and tell about the availability of the most essential pieces of furniture and other household items;
10. exchange information about family relationships;
11. identify and describe common occupations;
12. ask and tell about daily routines;
13. discuss monetary requirements for specific short-term and long-term goals;
14. ask and tell about education a person has had in the past;
15. describe what is studied in school subjects;
16. ask and tell about daily routines in the school setting;
17. discuss future education and career aspirations;
18. exchange information about hobbies, interests, radio, television, movies, live concerts, museums and exhibits;
19. give reasons why an activity is or is not of interest;
20. understand and describe activities associated with holidays and special days;
21. tell how to get to school;
22. ask and tell about travelling by public and private transportation;
23. understand and apply appropriate social conventions;
24. describe friends;
25. give reasons why certain people are friends and others are not;

26. make and accept or refuse invitations;
27. make appointments;
28. identify parts of the body in order to locate source of pain;
29. express a limited amount of medical history;
30. express emotional state;
31. ask for and give information about personal hygiene practices;
32. ask and tell about location in the classroom, the home, the school, the community, the city, the province, the country;
33. ask for and give information about shopping for foodstuffs, clothing, household furniture and household items;
34. ask and tell about the cost of goods and services;
35. ask and tell about types of food and drink;
36. express personal preferences for food and drink;
37. ask and tell about the location of places to purchase food and drink;
38. order food in a restaurant; and,
39. locate telephone numbers and addresses in the telephone directory.

PART II

At the end of Part II, the student should be able to use language to:

1. express emotions such as disappointment, fear, anger, and moods or states;
2. express problems or concerns;
3. recount weekend, after-school and holiday activities in terms of participants, locations, proceedings, parties, costumes and food;
4. give precise, detailed descriptions of items, persons or situations;
5. get and give instructions or directions, for example, how to take a book out of the library, how to catch a yellow school bus, how to eat with chopsticks;
6. take and leave telephone messages, for example, concerning appointments or reservations, transportation, general information;
7. gather information from community services, for example, from Alberta Health Care, Parks and Recreation, Canada Post;
8. express thanks and appreciation appropriate to the social situation;
9. investigate types of occupations;
10. establish a job search plan;

11. complete a job application;
12. write a resume;
13. extend and accept invitations;
14. discuss information regarding buying and selling, for example, prices, stores, clothing, cars, homes;
15. conduct an interview to gather information;
16. provide information in an interview situation;
17. compare and contrast two or more persons or items;
18. compare and contrast two or more occurrences or activities, items of culture or language;
19. discuss a problem, accident or habit in terms of cause and effect;
20. rectify a problem, for example, clarify the facts, appease an offended individual, offer or respond to suggestions;
21. evaluate performance;
22. discuss a cultural dilemma;
23. gather and present information in the form of a survey;
24. discuss a conditional/hypothetical situation;
25. request services in various situations, for example, at school, in an emergency, from public agencies;
26. respond to a request for help;
27. refuse an invitation or request, for example, for a meal;
28. use an excuse;
29. interrupt politely;
30. make a complaint or deal politely with a complaint;
31. recount a story in one's own words;
32. recount someone else's story or experience to a third party;
33. express opinions;
34. participate in small groups to evaluate;
35. make a choice or decision;
36. present ideas and information through role-play, chart or oral presentation;
37. make assumptions;
38. extract information from a newspaper, bulletin or reference book;
39. recognize Canadian humor; and,
40. understand and use English idioms.

LINGUISTIC STRUCTURES

PART I

At the end of Part I, the student should be able to communicate effectively by using the structures listed below. Please note that the structures are not listed in order of difficulty.

1. Verb Tenses

- Present tense of the verb **be**
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question
  - contractions of the forms of **be**

- Past tense of the verb **be**
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question
  - contractions of the forms of **be**

- Present continuous tense of verbs appropriate to a person's day-to-day life
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question
  - contractions

- Past continuous tense of verbs related to a person's day-to-day life
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question
  - contractions

- Simple present tense of verbs that are relevant to a person's daily routine
  - affirmative statement
  - negative statement
  - question form

- Simple past tense of verbs that are relevant to a person's daily routine
  - regular form of the verb
  - irregular form of the verb
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question

- Future time with **will**
  - affirmative statement
  - negative statement
  - question form
  - affirmative response to question
  - negative response to question
  - contractions

- Future time with **going to**
  - affirmative statement
  - negative statement
  - question form

- affirmative response to question
- negative response to question
- contractions

2. Nominalizations

- Nouns
  - articles with singular nouns:

    a + noun **the** + noun **an** + noun
  - articles with plural nouns
  - number in nouns:

    singular nouns

    regular form of plural nouns

    irregular form of plural nouns
  - count nouns:

    questions with **How many**

    questions with **How few**
  - mass nouns:

    questions with **How much**

    questions with **How little**

    use of **some** or **any** in affirmative statements, negative statements or questions
  - grouping quantities of mass nouns:

    a cup of **a slice of**

    a bowl of **a piece of**

    a glass of **a bowl of**

    a kilo of **a serving of**

    a litre of **a plate of**
  - possession:

    singular and plural nouns using apostrophe and s

    possessive pronoun **whose**

- Pronouns
  - subject case pronouns with **be:**

I, you, he, she, it, we, you, they

- subject case pronouns (verb + object pronoun):
  me, you, him, her, it, us, you, them
- indefinite pronouns:
  combining **some-, every-, no-** with **-one, -body, -else**
- demonstrative pronouns:
  singular - **this, that**
  plural - **these, those**
- reflexive pronouns:
  as direct object of the verb
  to refer to self (verb + reflexive pronoun)
- **one** as noun substitute

3. Numbers

- Cardinal numbers
  - 1 to 100
  - hundreds, thousands, ten thousand, millions
  - uses: age
    telephone numbers
    counting money
    addresses
    time in hours and minutes
    basic fractions

- Ordinal numbers
  - first to thirty-first
  - uses: dates
    order

4. Descriptors and Expanders

- Adjectives
  - position of descriptive modifier

- position of descriptive modifier with linking verbs
- **this, these/that, those**
- **every/every other**
- **both**
- indication of possession:

  my, his, her, their, its, our, your
- indication of possession:

  noun + **'s** + noun **(John's house)**

  noun + **s'** + noun **(girls' washroom)**
- simple comparative and superlative degrees

• Adverbs
- position of descriptive modifier
- formation of descriptive modifier
- **here/there** as indicators of location
- **too/very** as intensifiers
- frequency adverbs:

  usually, sometimes, often, always, seldom, rarely, never
- use and position of frequency adverb with **be**
- use and position of frequency adverbs with verbs other than **be**

• Adverb phrases
- time phrases (answer **when?**)

in	+ noun	**in 1982**
on		**on Monday**
at		
before		
after		
for		**for two years**
since		**since 1980**

- locational phrases (answer **where?**)

  in + noun, **on** + noun, **at** + noun

  in Calgary, on University Avenue, at 1122 First Street

- additional indicators of location:

  along, to, next to, near, of, opposite, behind, across, through, up, down
- position of phrases of time and location in a sentence
- sequence of phrases of time and place in a sentence

• Adjective phrases
- formation of adjective phrase as a descriptor of a noun or pronoun
- position of adjective phrase in a sentence

• Coordination and subordination of ideas
- **and, but, or** to combine single words, phrases, complete sentences of equal value
- **first, second, then** and **next** as connectors and transitional devices
- **because** as an answer to a question
- **before, after, when** as indicators of time and sequence

• Interjections

5. **Making Questions**

• Questions with the verb **be,** in tenses as indicated previously
• Questions with verbs other than **be,** in tenses as indicated previously
• Yes/No short answer questions, especially with **do, does, did**
• Tag questions
• Negative questions
• Information questions introduced by question words:

  what? where? who? whose? why? how? which? how old?
  how much? how many? how long? how far? how deep? how high?
  how often? what size and color? what time? what kind of?

6. **Modals**

- **can/could**

- **shall/should**
- **can/may**

7. **Miscellaneous**

- Imperatives
  - understood:

affirmative form	**Go to the store.**
negative form	**Don't go to the store.**
let's _____ **let us** _____	**Let's go to the store.**
will + noun + verb	**Will passengers please go to Gate 5.**

- Verb + **to** + verb
  - **want to**
  - **love to**
  - **learn to**
  - **know how to**
  - **like to**

+ verb { **love to shop**; **learn to swim**; **know how to dance**

- **Have to/has to**
- **Going to** + verb indicating future time
- **Used to** + verb indicating habitual past
- **Would like to** + verb
- **Would like** + noun
- Verb + particle: **wake up; talk about**
- **Have** and **got** indicating possession

8. **Punctuation**

- End punctuation: **period, question mark, exclamation mark**
- Internal punctuation: **comma, hyphen, colon, quotation marks**
- Capitalization

PART II

At the end of Part II, the student should be able to communicate effectively by using the structures listed below. The structures are not listed in order of difficulty.

A. PARTS OF THE SENTENCE

1. **Part of Speech**

- Nouns and determiners
  - types of nouns: mass, count, compound, possessive, plural
  - types of determiners: articles, numbers, colors, indefinite, demonstrative and possessive pronouns

- Pronouns
  - indefinite
  - relative pronouns
  - reflexive as direct objects, indirect objects for emphasis
  - interrogative

- Verbs
  - tenses: present continuous
    past continuous
    present perfect
    present perfect continuous
    past perfect
    future continuous
  - echo verbs with **so, too, neither, either**
  - two-word verbs
  - voice: active (subject performs the verb's action)
    John hit a car yesterday.
    passive with **be** and **get** (subject receives the verb's action)

John was hit by a car yesterday.

- modals to express politeness

  would (making offers, invitations, possibilities)

  Would you like to go?

  may (asking for permission)

  May I go?

  might (possibility)

  I might go tomorrow.

  should/supposed to/ought to/had better (advisability)

  You ought to go soon.

  would rather (advisability and expectation)

  I would rather do this first.

  can/could/be able to (ability)

  You can finish that tomorrow.

  must/have to (deductive and obligatory)

  It has to be done today.

- contractions in complex tenses

  I'd rather, shouldn't I ...

- negatives in complex tenses

  Wouldn't you rather ...?

- verbals

  gerunds used as subjects

  Running is fun.

  infinitives used as subjects and direct objects

  To run is fun.

  I like to run.

  participles used for modification

  The running girl is happy.

• Adverbs

- uses: manner, indefinite location, degree
- comparative and superlative degree - irregular
- intensifiers: **really, extremely, more**

- idiomatic uses of **already/yet, still/anymore, early/late, just, hardly/scarcely**
- order and position

- Adjectives
  - position: adjective + adjective + noun
    adjective + **to** + verb
    after direct objects
  - comparative and superlative degree:
    happier/the happiest
    more/less ... than, the most/the least
    better/worse, the best/the worst
  - uses: enumeration, categorization
    ordinals
    enumerators
    descriptors
    colors
    categorizations

- Conjunctions
  - coordinate conjunctions (join words, phrases and clauses of equal value)
    - or - **either/or**
      neither/nor
      whether or not
    - and - **and**
      both ... and
      and + so/neither
    - but - **for concession**
      for objection
    - yet
  - subordinate connectors (join words, phrases and clauses of equal value)
    - adverbs - **where, when, how, why**

subordinate conjunctions - **when, before, after, since, in order to**

relative pronouns - **that, which, who, whose**

conjunctive adverbs - **however, moreover**

- Prepositions
  - time
  - destination
  - manner
  - direction

2. **Phrasing**

- Noun phrases
  - multiple modifiers before nouns
    The big, old, red barn.
  - use of pronouns and determiners
    a family favorite
    our favorite

- Verb phrases
  - a group of words expressing time and quality
    (in terms of beginning, ending, continuing, repeating)
  - negatives
  - auxiliaries
  - 2-word verbs
  - adverbs
  - main verb

- Prepositional phrases as modifiers
  The boy in the blue sweater.

- Adverb phrases with
  - **because of**

It's because of you.

- **in spite of**

  In spite of the weather, I'll go.

- **regardless of**

  I'll go, regardless of the weather.

- Verbal phrases (types)
  - infinitive phrases used as:

    nouns (subject position)

    To dance well is my first goal.

    nouns (object position)

    My first goal is to dance well.

    adverbs

    She practices every day to improve her dancing.

    adjectives

    Her goal to dance well surpasses all others.
  - participial phrases used as adjectives

    The girl practicing her dance routine is my sister.
  - gerund phrase used as:

    subject

    Her practicing every day is not necessary.

    object

    Her teacher insists on her practicing every day.

    object of the preposition

    By practicing every day she is improving her skill.
  - gerund irregularities **try, remember, forget, stop,** and **need** used as:

    gerunds and as infinitives

    Try remembering your books tomorrow.

B. SIMPLE SENTENCE CONSTRUCTION

1. **Kinds of Sentences**

- Affirmative

- Negative
- Imperative
- Exclamatory
- Questions, using question words, tag endings, indirect speech

2. **Sentence Patterns**

- Subject + **be** verb + noun complement

  John is president.

  + adjective complement

  John is happy.

  + adverbial complement

  John is finished.

- Dummy subject + **be** verb + subject + adverbial phrase + infinitive/gerund

  There are boys quietly waiting to be picked up.

- Subject + verb + direct object

  John ran the race.

  + infinitives of purpose

  I want to run.

  + bare infinitive (+ subject)

  John dared beat the record-holder.

  + adjective/noun as adjective

  John looks pleased.

- Subject + verb + indirect object + direct object

  I wrote Mary a letter.

  + **to/for** phrase

  I asked Mary for some money.

- Subject + linking verb + complement + infinitive (+ subject)

  John is happy to have won the race.

- Subject + two word verbs which may or may not be separable
  John came up behind his opponent quickly.

C. COMPLEX SENTENCES (SUBORDINATION)

1. **Types of Clauses**

- Noun clauses
  - used as subjects but not as objects although can be used with dummy **it**
  - infinitive clauses (verbal nouns)
    I want to know if you are finished.
  - noun clauses (**that, which**) used in indirect speech
    John said that he had to leave early.
  - a question word + infinitive
    She asked me how to use it.

- Adjective clauses (introduced by **who, which, that, whose**)
  - a person (**who, what**)
    I know the girl who lives next door.
    I know what you mean.
  - a time (**when**)
    There was a time when all was well.
  - a place (**where**)
    I know a place where we can hide.

- Adverb clauses
  - conditional clauses (beginning with **if, unless, as if, as though**)
  - adverb clauses of manner (**like, as, so ... that/such ... that**)
  - time (**before, after, when, as soon, as while, since**)
  - cause (**because, as, since, so, for**)
  - contrast (**although, but, even, though**)
  - degree (**so ... that, since ... that**)

- manner **(as, if)**
- equality in comparison **(as ... as)**
- place **(where)**

2. **Sentence Patterns**

- Dummy subject **(it, there)** + **be** + subject + clause
  There is the book that you lost.
- Subject + verb + **that** clause (+ bare infinitive)
  I heard that he dared challenge the champion.
- Subject + linking verb + complement + **that** clause
  John is pleased that you are coming to the party.

D. AGREEMENT BETWEEN SUBJECT AND VERB; NOUN/PRONOUN AND THEIR ANTECEDENTS

E. WORD BUILDING

1. Adjectives to nouns by adding **-ness (happy + ness = happiness)**
2. Adjectives to adverbs by adding **-ly (happy + ly = happily)**
3. Nouns formed from verbs **(run, the run)**
4. Changing adjectives, adverbs and verbs to negative forms using **un-** **(unhappy, unhappily, undo)**
5. Suffixes and prefixes **(refinish, finishing)**

F. MANIPULATION OF WORDS AND WORD GROUPS

1. Selecting effective descriptors and expanders
2. Positioning descriptors and expanders appropriately
3. Using variable sentence patterns

G. DIRECT AND INDIRECT SPEECH

1. Direct Speech

- Using **said, told, ask, replied**
- Punctuation of quotations

2. Indirect Speech

- Using the verbs **say/said, tell/told, ask/asked**
- Using appropriate tense
- Formation and use of noun clause
- Punctuation

SECTION VI

EVALUATION

PURPOSE OF EVALUATION

The purpose of evaluation in ESL 10A is to determine the degree to which the instructional objectives have been met. A comprehensive evaluation program must include assessment in all the skill areas - listening, speaking, reading, writing and viewing -- and in the cognitive, affective and psychomotor domains.

- Cognitive objectives include the acquisition of knowledge about language, knowledge about the English language or knowledge about Canada and Canadians.
- Affective objectives deal with behaviors related to feelings, emotions or values, including the student's attitude about himself, the new country, Canadian culture or his educational experience.
- Psychomotor objectives refer to motor behaviors such as handwriting, the use of gestures or facial expressions, and the use of body language.

Effective evaluation in ESL 10A is based on the application of the most appropriate assessment techniques to each skill area and objective to be assessed.

SUGGESTED EVALUATION STRATEGIES

Both formal and informal evaluation strategies can be used to assess the objectives of ESL 10A. Formal tests are usually developed over a long period of time using statistical methods. The ESL Assessment Handbook* provides a list of commercially available formal tests appropriate for use with ESL 10A students. Informal tests are usually made by the teacher to serve an immediate instructional need. Informal evaluation can be used for the purpose of placement of students, assessment of the cultural needs of students, curriculum development, and reporting of student progress. The main strategies for informal evaluation are observation and paper-and-pencil testing.

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* Edmonton Public Schools ESL Assessment Handbook (Edmonton: Instructional Services Division, 1983).

INFORMAL OBSERVATION TECHNIQUES

Informal observation techniques usually involve either student self-assessment or teacher observation.

Student self-assessment may be accomplished by means of the following techniques:

1. Rating scales - have students express feelings about achievements in language development by selecting prepared statements.
2. Written reports - have students write an opinion about a specific question or statement.
3. Student checklists - have students keep a record of skills they have mastered.
4. Oral reports and conversation - have students demonstrate skills they have mastered.
5. Student journals - have students express themselves in an informal manner.

Observational techniques used by the teacher may include the following:

1. Anecdotal records. Anecdotal notes are usually brief and may include remarks, dates, circumstances and other information about a student's likes or dislikes or specific achievements and additional needs. The following guidelines for making anecdotal notes may be of assistance:

    - The focus is on what the student can do and what the teacher can do to help the student. Observations should describe visible behaviors.
    - Do not lose sight of the objective being observed.
    - Observe and record enough information to make observations meaningful.
    - Write notes as soon as possible after observation.

2. Teacher checklists may be used to:

    - assess whether or not instructional objectives or skills have been met or mastered,

- determine student interests, preferences,
- assess and compare student behaviors in a variety of settings,
- assess student work.

INFORMAL PAPER-AND-PENCIL TESTING

Informal paper-and-pencil testing can use either selection-type questions or open-ended questions.

Selection-type questions can assess many cognitive skills, and they provide a flexible method of measuring different outcomes. Most typically, selection-type questions include:

- True-false questions. For true-false questions, the quality and precision of language and the reading level must be carefully monitored.

- Multiple choice questions require the student to select an answer from among several alternatives which change with each question.

- Matching exercises present several problems and several solutions and might involve events, inventions, locating and cause-and-effect relationships.

An open-ended question requires the student to supply his own answer rather than choosing from a presented list. The student must take all the units of information he is given in the oral or written question, discard, select, weigh the possibilities and probabilities of several solutions, and choose the one he thinks is most probably correct. Open-ended questions include filling in blanks, short answers and long answers of a paragraph or more.

USES OF EVALUATION DATA

Evaluation in ESL 10A should be both formative (ongoing) and summative (unit-end).

EVALUATION FOR PLACEMENT OF STUDENTS

Information gained through evaluation can assist teachers in the placement of students. Evaluation for the purposes of placement may include one or several of the following:

1. Listening Comprehension. Ask the student to answer questions about everyday activities. The questions should use a variety of linguistic structures. Use a rating scale to assess the student's comprehension and speaking ability.

2. Oral Production. Ask the student to read aloud graded reading passages of increasing difficulty. Record the student's responses on tape and assess his level of performance using an oral production list.

3. Reading Comprehension. Ask the student to complete graded cloze passages and score the responses. Ask the student to read silently a selection and to answer comprehension questions about the reading.

4. Writing. Ask the student to write about a topic relevant to his age and interests. Use primary and secondary trait scoring to assess the student's writing ability.

5. Social and Cultural Awareness. Provide opportunities for the student to interact with English-speaking peers in instructional and extracurricular settings. Observe the student's behavior and make anecdotal notes. Ask the student to tell or write about his feelings concerning school and his new environment.

For additional information on rating scales, graded reading passages and graded cloze passages refer to the ESL Assessment Handbook*.

DIAGNOSIS

Evaluation can be used in the following ways to:

1. diagnose a student's strengths and weaknesses in specific skill areas;
2. monitor and certify student progress in the ESL 10A instructional program;
3. provide a student with feedback about progress in the ESL 10A instructional program; and,
4. set teacher and student objectives for each lesson or unit of study within ESL 10A.

By compiling the information gathered, teachers can determine whether students have all the prerequisite skills necessary to begin a new lesson or unit in ESL 10A. If most of the students lack the essential skills, adjustments in the instructional program may be necessary. Identification of students who require additional assistance in order to be successful and students who will be able to accomplish more than originally expected can be facilitated by the compilation of evaluation data.

Students can be given feedback to tell them which objectives they have failed to reach as well as to suggest ways of improving their performance.

AFFECTIVE ASSESSMENT

Students and teachers should be aware of the relationships among attitudes, stress, motivation and language learning. Data collected from the affective assessment of students in ESL 10A can be used in the following ways:

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* Ibid.

1. in the description of students' attitudes toward the new language and culture;
2. in the description of students' attitudes toward learning English and their language learning habits; and,
3. to diagnose students' problems related to social integration and cultural adaptation.

INSTRUCTIONAL PLANNING

Information about students' strengths and weaknesses is needed in order to plan an appropriate instructional program for students in ESL 10A. By using evaluation information teachers can set long-term objectives for students and select appropriate social and cultural topics.

REPORTING STUDENT PROGRESS

Information gained about student performance can be used to make summative evaluations for reporting purposes and to provide a profile of a student's strengths and weaknesses to teachers in the regular program.

DIFFICULTIES ASSOCIATED WITH EVALUATION OF ESL STUDENTS

The evaluation of ESL students often poses particular problems for teachers. At the beginning level of language acquisition, effective evaluation can be hampered by the absence of a common language of communication. A beginning student often cannot respond to a question either orally or in writing. A student at a more advanced level may also be difficult to evaluate because of the difficulty of isolating discrete skills. The application of observational techniques mentioned earlier can overcome some of the difficulties inherent in the assessment of ESL students.

EVALUATION IN ESL 10A BY OBJECTIVES

Following are suggestions for evaluating achievement in the four major objectives of ESL 10A.

Objective 1. To develop a functional knowledge of the English language in reading, writing, listening, speaking and viewing.

Evaluation of competency in reading, writing, listening, speaking and viewing can be achieved through the use of the techniques described earlier. A test given at the end of a unit or at the end of the course might include:

1. writing a dictation of an original story;
2. reading a rearrangement of previously learned familiar material and answering questions about it;
3. listening to a question read aloud by the teacher and selecting appropriate multiple-choice answers to assess listening comprehension; and,
4. speaking in a carefully directed oral exercise.

Other examples of unit tests are provided in the Appendices.

Objective 2. To develop an awareness of the communicative uses of language.

To evaluate achievement in Objective 2, the teacher must determine the extent to which a student can apply appropriate language uses to various situations, settings and contexts. The student should be able to:

1. identify appropriate language in a given context;
2. differentiate between appropriate and inappropriate language in a given context;
3. produce appropriate language by manipulating acquired language structures effectively in a given context; and,
4. transfer and implement the appropriate use of language to new tasks and new situations.

Rating scales, checklists, and open-ended questions are particularly useful in evaluating achievement of this objective.

ORAL ASSESSMENT CHECKLIST

The following checklist may be used to assess the adequacy of a student's verbal product. The response may be taped or assessed live.

Directions: Check those attributes that are present.

1. Looks at the audience. _____
2. Gives name. _____
3. Gives role. _____
4. Speaks clearly. _____
5. Speaks as though this is real. _____
6. Speaks in an easily understood manner. _____
7. Demonstrates understanding of sequence. _____
8. Demonstrates confidence. _____
9. Shows leadership in the group. _____
10. Demonstrates a serious attitude towards the task. _____

Objective 3. To develop an awareness of the cultural and social habits of Canadians while still maintaining the student's pride in one's cultural and linguistic heritage.

At the end of ESL 10A, the student should demonstrate some ability to:

1. recognize behaviors that form cultural and social habits of Canadians;
2. restate concepts which define cultural and social habits of Canadians;
3. interpret the significance of socio-culturally based behaviors;
4. predict behaviors and implications of behaviors; and,
5. identify contexts in which social and cultural habits are displayed.

Oral reports, checklists, journals and open-ended questions may be particularly effective as techniques for evaluating achievement of this objective.

The following is an example of an open-ended question and sample student response:

Directions: Last week you had an opportunity to learn how to square dance. Now take a few minutes to describe your experience to the class, and to tell us how you felt about it.

Sample Response:

Square Dancing

We was dancing with my class on thursday last week. It was really exciting to me. Some men wear a blue pants some wear a red pants. All the women wear the red crinolines. They are all over thirty years of age. All the students was scare and they don't want to dance. All the teachers have to push all the students out to dance. I was a partner with the old lady. She show me how to dance. How to turn around. How to step, and how to turn right, left. After that, I began how to dance. She also show me how to dance like Native Square dancers, jazzy dancing.

Some times I got a big mistakes are turn right and left. Every time they said " turn right bow your partner" I turned left nobody bow me. It was make me like a jerk. Everone laughed at me.*

Objective 4. To develop appropriate social and cultural behavioral skills and the ability to apply appropriate acquired linguistic skills in every day situations.

The degree to which ESL 10A students are able to integrate their newly acquired linguistic skills with appropriate social and cultural behavior is demonstrated in their reaction to and interaction with the environment that they find themselves in on a daily basis, in the classroom, school or community at large.

Progress in this area is indicated by:

1. comprehension of new cultural and behavioral concepts;
2. expression of interest through willingness to be informed, to inquire, to discuss and to offer opinions about these new concepts as well as to share concepts from the native culture;
3. participation either by being present and observing activities or by being more actively involved; and,
4. selection and adoption of new cultural or behavioral patterns in addition to patterns of the native culture which are already in place.

Student journals, anecdotal records and checklists are the most effective evaluation techniques in the assessment of the objective.

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* Ibid., p. 15.

A sample of an anecdotal record from the ESL Assessment Handbook* is included on the following page. Observations recorded in the anecdotal notes are used to report student progress on a set of instructional objectives.

* Ibid.

USE OF AN ANECDOTAL RECORD TO REPORT STUDENT PROGRESS*

Observe each student, and indicate the level to which each is able to perform on the following objectives. Enter the date and the score on the Anecdotal Record Sheet.

Objectives

The student will be able to:	Weight
1. pronounce learned words, phrases and sentences clearly and accurately in most instances;	30
2. follow directions about different learning activities e.g. Turn to page..., Write..., Spell..., Get your English book, Close your book, Repeat (after me)... (6 out of 6);	20
3. respond to personal data questions such as name, age, address (3 or more);	10
4. respond appropriately when greeted; and,	10
5. communicate his intent in most instances.	30
	100

Portion of Anecdotal Record Sheet

STUDENT	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	TOTAL POINTS
L.S.	Nov. 9 Reads clearly but self-conscious of making errors. Misses endings (-s, -ed, -ing). *20	Nov. 16 Turn to page... Write down... Spell... Get your English book. Close your book. Repeat... 6/6 20	Nov. 15 No problems when asked certe questions. 3/3 10	Nov. 15 Says "hello" when comes into the classroom. 10	Nov. 9 No problem! Asks to use the stapler. 30	90 points
L.D.	Nov. 15 Reads with difficulty. Poor pronunciation. Poor communication. 10	Nov. 16 Turn to page... Write down... Spell... Get your English book. Close your book. Repeat... 6/6 20	Nov. 15 Answers date questions with no hesitation. 3/3 10	Nov. 16 Greets teacher every morning. 10	Nov. 9 Asks what to do. Wants to know when is the volleyball game. 30	80 points
M.C.	Nov. 9 Reading difficult to understand. Does not speak clearly. Enunciation problems. Speaks too fast. 5	Nov. 16 Does not respond to - turn the page - spell - repeat 3/6 10	Nov. 15 Answers promptly but not clearly. Seems to understand questions. 3/3 10	Nov. 16 Gives greeting when coming into classroom. 10	Nov. 9 Asks for spelling of some words. Usually communicates his intent but may initially be hard to understand. 20	55 points

* Mark earned on Nov. 9 by student L.S. on Objective 1.

* Ibid., p. 72.

SECTION VII

LEARNING RESOURCES

GUIDELINES FOR THE SELECTION OF LEARNING RESOURCES

Recommended resources for ESL 10A have been identified. The recommended materials are intended to meet a large number of the objectives for skill development in listening, speaking, reading, writing and viewing. However, these resources should not be used in isolation. A variety of resources should be used in order to address the particular needs, interests and abilities of the students.

The following guidelines should be observed when selecting material:

1. The resources should accommodate a wide range of interests, abilities and learning styles.

2. The content and skill areas should be well accounted for.

3. The resources must be sensitive to controversial issues and avoid stereotypes and racial, ethnic and religious bias.

4. The resources should reflect appropriate teaching methods.

5. The illustrations, print, and subject matter should appeal to the age-level of the student.

6. The resources should suggest a variety of feasible and interesting activities.

7. As many of the resources as possible should be Canadian, with authentic multicultural input.

RECOMMENDED LEARNING RESOURCES

O'Neill, Robert. American Kernel Lessons. New York: Longman, 1981.

Beginning Level:
- Student's Book
- Student's Workbook
- Teacher's Manual
- Student's Tests Booklet
- Tapes: Situations and Conversations
- Tapes: Lab Drills
- Printed Tapescript Booklets for Lab Drills

Intermediate Level:
- Student's Book
- Student's Workbook
- Teacher's Manual
- Student's Tests Booklet
- Tape: Episodes
- Tapes: Situations and Conversations
- Tapes: Lab Drills
- Printed Tapescript Booklets for Lab Drills

Advanced Level:
- Student's Book
- Teacher's Manual
- Student's Tests Booklet
- Tapes: Listening Tapes
- Tapes: Lab Drills
- Printed Tapescript Booklets for Lab Drills

Yorkey, Richard et al. New Intercom, Books 1, 2, 3, and 4. Boston: Heinle and Heinle, 1984.

- Student's Texts (Levels 1-4)
- Student's Workbooks (Levels 1-4)
- Cassette Tapes (Levels 1-4)
- Teacher's Editions (Levels 1-4)

APPENDICES

SAMPLE UNITS

The following sample units demonstrate how the suggested planning model might be used to develop teaching units. The first sample unit focuses on theme, the second on language use, and the third on linguistic structures. However, in each unit the content components are integrated. Each sample unit includes objectives for skill development, a statement of content from each of the course components, suggested activities and resources, and a plan for implementation and evaluation.

APPENDIX I: UNIT 1 — I'M OKAY, YOU'RE OKAY

The following unit plan demonstrates how one cultural theme can be developed and implemented for use by two levels of students. (This unit is based on the planning model described in Section IV.)

The unit focuses on aspects of feeling well or unwell, for example, visiting the doctor, talking about one's physical and emotional health, and reporting absence due to illness. Concepts related to health and health practices are introduced to beginning students and extended for more experienced students.

Appropriate content objectives have been selected from Parts I and II of the Language Uses and Linguistic Structures components of the course. Then appropriate activities have been selected to accommodate the level at which students are functioning. Throughout the unit information is provided as to whether the objectives, content and activities are suitable for all students or for one or the other group. These suggestions about levels are not intended to be prescriptive, but rather to illustrate how a thematic unit can accommodate students who have different levels of ability.

The steps of the planning model are noted throughout the unit plan to help teachers become familiar with the model.

Step 1: Identify objectives for learning.

OBJECTIVES FOR SKILL DEVELOPMENT

Reading

The student should be able to:

1. decode words that identify body parts, diseases, injuries, health services and emotions;
2. understand the nominalization of the proper nouns designating social services and medical personnel (Part II only);
3. understand number in nouns identifying parts of the body, addresses, phone numbers, and dates;
4. understand the use of the verbs **to have, to be,** and **to feel** in some sentence structures;
5. read silently, with comprehension, materials containing some new health-related vocabulary, and some combinations of familiar materials; and,
6. read for specific information on health and hygiene (Part II only).

Writing

The student should be able to:

1. recognize and reproduce the printed and cursive forms of the Roman alphabet as it appears in the vocabulary of the unit;
2. copy common expressions from pamphlets, charts or readings (Part I) and translate them into picto-diagrams about health (Part II);
3. develop spelling strategies for verb tenses and pluralization, using the vocabulary of the unit;
4. write guided compositions based on responses to questions from visual and oral clues used in the unit;
5. write dictations based on familiar material from the unit; and,
6. combine familiar health vocabulary and structures.

Viewing

The student should be able to:

1. use and respond to visual clues on the theme of health;
2. learn about health from visual media; and,

3. interpret information on health from the visual media of posters, pictures, charts and television programs.

Listening

The student should be able to:

1. comprehend vocabulary that deals with health;
2. understand familiar questions, statements and instructions concerning health;
3. understand new combinations of structures used in the course and health vocabulary;
4. understand a variety of speakers during interviews on health and visits to social services (Part II only);
5. identify specific information and ideas about general health and emotions; and,
6. perceive language being used on formal and informal levels to discuss health (Part II only).

Speaking

The student should be able to:

1. respond orally to cues pertaining to the theme which require the use of linguistic elements taught in the course;
2. produce declarative, interrogative and exclamatory sentences on the theme of general health by combining known elements of the language;
3. relate a series of actions or ideas that describe one's health experiences;
4. interview persons who are concerned with student health and report the findings (Part II only);
5. utilize common forms of non-verbal communication that convey messages about health and emotions; and,
6. express ideas and feelings on health within the range of language experience.

Step 2: Design learning experiences.

a. Select learning activities.

b. Select content.

The Unit Planning Sheet included at the end of Appendix I illustrates how Steps 2 and 2b might be carried out. Although the activities listed on the worksheet appear in linear form, no sequential order is intended. (Step 3, "Implement the Classroom Experience", deals with the order of presentation of the activities as well as the division of activities into levels.)

Step 2c: Select resources.

Step 2d: Organize the learning activities.

Arrange the activities in the order in which they can best be presented. Introductory activities should provide interest and motivation, clarify the purpose or objective, and provide diagnostic information to the teacher about students' present levels of performance.

In this unit, activities for skill development are divided into two groups. Information Collecting activities should provide students with opportunities to become familiar with a variety of sources of information and appropriate contexts for learning about health and health practices and to develop receptive language skills. Presenting Information activities should focus on organizing and sharing ideas and information in a variety of ways, and on expressive language skills.

Follow-up and enrichment activities should provide opportunities for students to extend and apply their newly acquired knowledge and skills and to motivate future learning.

Step 3: Implement the classroom experience.

Introductory Activities

1. Go to the gym and do a relaxation routine. Start with stretching exercises and work down to breathing exercises, all set to relaxing music. Part I students will depend largely on observation to follow the instructions. Part II students will depend to a greater extent on listening.

2. View and discuss pictures of people in different states of health or injury. Part I students will identify the condition and Part II students will add more descriptive detail and deal with internal as well as external parts of the body.

3. Examine pamphlets and posters on hygiene. This will be a viewing exercise for Part I students with some reading of the script, while Part II students will be able to read more comprehensively. Pictures can be used for matching (Part I) and writing exercises (Part II).

4. Brainstorm for kinds of community services that contribute to well-being.

5. View and discuss the emotions in a TV program (e.g. Trapper John). All students can participate. Part I students will respond to yes/no questions and Part II students will be able to answer more **when** and **why** questions.

Information Collecting

1. View some pictures of people and read descriptions of them. Part II students should be given more advanced readings and comprehension questions.

2. Mime various injuries or diseases to get information for a chart. Part I students will be responsible for naming the items, and Part II students will provide description and expressive body language.

3. Listen to a presentation on hygiene by a school nurse. Part I students will do an interview using questions they have prepared in advance. Part II students will also interview the school nurse. Both groups will report back the information they have collected.

4. Find the addresses of community services in the phone book and locate them on a map of the community. Part II students will phone a health agency for information (e.g. phone Alberta Health Care for application procedures, write down the instructions and fill out some forms). Part I students will interview emergency personnel.

5. Part I students will do a magic circle on emotions. Part II students will read various news items and match them with appropriate idioms.

Presenting Information

1. Draw a body in response to oral commands. (e.g. "Draw a large smiling mouth.") Part II students would be given more complicated instructions, such as producing a pose (sitting, walking, running). Part II students could also draw the location of internal body parts and write a description to accompany the drawing.

2. Match pictures of people with descriptions. Part I students do simpler descriptions than Part II students.

3. Have Part I students copy common health statements onto a picto-diagram and Part II students create a story with the expressions used in the picto-diagram.

4. Fill in a medical history at two different levels of complexity.

5. Match symptoms of illness to various pieces of medical equipment. Part II students can identify the equipment as to its uses and functions.

6. Make a chart for daily, weekly and annual health practices. Part II students can use the chart to prepare a pamphlet about "How to Stay Okay".

7. Role-play a doctor giving a diagnosis and the interaction at an emergency facility.

8. Write a description of the emotional state of people in pictures.

9. Write a description of the emotional state of people in pictures in response to questions appropriate to the two levels.

Follow-Up Activities

1. Play a game by pointing to the part of the body that is mentioned. (e.g. "Touch your elbow.") (Part I)

2. Write descriptions of each other and guess who is being described. This activity can be adapted to the capabilities of each level.

3. Role-play reporting an illness to the doctor or school nurse.

4. Role-play reporting an absence to the school office (Part I). Write a written excuse for absence (Part II).

5. Prepare an advertisement for a common remedy or health care product. Part II students can take simple advertisements and expand them.

6. Part II students make a cartoon of poor health practices and Part I students discuss these cartoons.

7. Visit community health services and interview some of the staff. Part I students are assigned questions for the interview while Part II students compose their own.

8. Read about various situations and match them with the emotions that might be experienced in the situation (Part II). Sing songs about various situations and then discuss the emotions.

Step 4: Evaluate the students' growth and achievement, and also the instruction.

Suggestions for formative evaluation are included on the unit planning sheet. Other suggestions for student evaluation in ESL 10A are provided in Section VI.

Evaluation done at the end of the unit should include assessment of the listening, speaking, reading, writing, and viewing objectives identified in Step 1. This summative evaluation might include:

1. a dictation, including familiar and unfamiliar material;
2. listening questions, in which students listen to discussions involving health personnel and respond to questions about the discussions;
3. an oral presentation with cue cards in which pairs of students act as patients (Part I students) and medical personnel (Part II students);
4. a reading and writing test in which students read stories or dialogues and answer questions; write introductions, or stories; write interview questions; or respond to short answer questions which focus on the specific skills developed in the unit, for example, vocabulary and linguistic elements.

To evaluate instruction, review the unit to determine the appropriateness of the objectives, activities, content and resources, implementation, and evaluation of the unit. The following questions are provided for this purpose.

INSTRUCTIONAL EVALUATION QUESTIONS

1. Were the objectives appropriate and attainable for the majority of students in each of the two levels?

2. Did the activities accommodate different learning styles and levels of ability within the class?

3. Was the content suitable for the attainment of objectives for both levels?

4. Were the learning resources at an appropriate level of difficulty for each of the two levels?

5. Did the learning resources appeal to students with differing learning styles?

6. Did the evaluation strategies accurately reflect the objectives for the unit?

7. Was the unit presented in a logical way, so that students had adequate time and opportunities to develop the skills?

UNIT PLANNING SHEET

CULTURAL TOPIC OR THEME:

LEVEL:

CULTURAL CONCEPTS	LANGUAGE USES	LINGUISTIC STRUCTURES	ACTIVITIES/MATERIALS	Lg	Sg	Rg	Wg	Vg	EVALUATION TECHNIQUE
The student will know about:	The student will be able to use language to:	The student will be able to communicate effectively using:							

UNIT PLANNING SHEET

CULTURAL TOPIC OR THEME: Health and Health Practices

LEVEL:

CULTURAL CONCEPTS	LANGUAGE USES	LINGUISTIC STRUCTURES	ACTIVITIES/MATERIALS	Lg	Sg	Rg	Wg	Vg	EVALUATION TECHNIQUE
The student will know about: - reasons for feeling well or unwell - practices that contribute to good health	The student will be able to use language to: - give information - extract information (Part II) - follow directions - make assumptions - understand and apply	The student will be able to communicate effectively using: - modal auxiliary - should, - would, - could - imperative structures - verbals	- examine some pamphlets and posters on hygiene - prepare an ad for a common remedy - make a chart for health practices daily, weekly or annually - listen to a presentation on hygiene by a school nurse - role-play a doctor giving a diagnosis - read and discuss some prescriptions - make a cartoon of poor hygiene practices	• • •	•	•	•	•	- matching pictures with hygiene script - taking a dictation of prescriptions
- community support services that pertain to a person's well-being	- locate information - ask for and give information	- location phrases - proper nouns	- brainstorm for kinds of community services that contribute to well-being - find the addresses of community services in the phone book	•	•	•		•	- a checklist on a report about a community service

(Continued)

UNIT PLANNING SHEET (Continued)

CULTURAL CONCEPTS	LANGUAGE USES	LINGUISTIC STRUCTURES	ACTIVITIES/MATERIALS	Lg	Sg	Rg	Wg	Vg	EVALUATION TECHNIQUE
- emergency health care facilities	- explore - clarify and rectify	- cardinal numbers (addresses, phone numbers) - reflexive pronouns (Part II)	- locate services on a map of the community			•		•	- completing a cloze test on a dialogue from the role play
			- visit community services and interview some of the staff	•	•				
			- role-play interaction at an emergency facility	•	•				
			- make a collage of remedies and health care products from magazines			•		•	
- emotions such as fear, anger or disappointment	- express - describe - refuse	- comparatives - present progressives - negative statements - subordinate conjunctions	- view and discuss the emotions in a movie	•	•			•	- portraying an emotion in artwork
			- do a magic circle on emotions	•	•				- guided writing assignment
			- read various situations and match them with the emotions experienced in the situation			•	•		
			- describe the emotional state of people in pictures		•		•	•	

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APPENDIX II: UNIT 2 — GETTING TO KNOW YOU

This unit demonstrates how the planning model can be used to develop an instructional unit focusing on a group of related language uses.

The unit deals primarily with the following language uses recommended for Part I of the course: using language to identify self and others, to describe self and others, to exchange ideas and information on a personal level, to express a personal point of view, and to establish informal relationships.

Beginning from this focus, appropriate content has been selected from the Cultural Topics and Themes and Linguistic Structures components of the course.

The steps of the planning model are noted throughout the unit plan to help teachers become familiar with the model.

Step 1: Identify the objectives for learning.

OBJECTIVES FOR SKILL DEVELOPMENT

Reading

The student will be able to:

1. understand conjunctions **and** and **but** in compound sentences;
2. understand personal pronouns and proper nouns in subject case;
3. understand main ideas about self and others (e.g. personal data) in simple and compound sentences;
4. read aloud familiar material and combinations of familiar material about self and others, demonstrating correct sound-symbol correspondences, word groups, basic intonation patterns and rhythm;

5. read silently with comprehension familiar material about self and others learned orally, and combinations of familiar material;
6. read for specific personal information about self and others; and,
7. read a passage about self or others and answer personal information questions.

Writing

The student will be able to:

1. copy familiar and common expressions used when providing personal information;
2. make simple substitutions from known vocabulary within a familiar structure;
3. combine familiar vocabulary and structures relevant to personal information about self and others;
4. write answers to questions which utilize familiar vocabulary and structures;
5. write guided compositions about self and others by combining and completing sentences, filling in blanks, responding to questions and responding to visual clues; and,
6. write from dictation familiar material and combinations of familiar material.

Viewing

The student will be able to:

1. respond to visual cues when speaking and writing; and,
2. interpret and make charts and forms which summarize personal information.

Listening

The student will be able to:

1. distinguish among the sounds, stress and intonation patterns relevant to the unit;

2. comprehend aurally words, numbers and names which comprise the vocabulary of the unit;
3. understand personal data questions and statements which incorporate the vocabulary of the unit;
4. understand new combinations of familiar material relevant to the unit which incorporate new items;
5. understand a variety of speakers in structured situations;
6. identify specific information about individuals in the class; and,
7. recognize formal and informal levels of language used in describing self and others.

Speaking

The student will be able to:

1. produce accurately the English sounds, intonation, rhythm and stress patterns when talking about self and others;
2. produce declarative, interrogative and exclamatory sentences about self and classmates by combining familiar material;
3. request personal information about classmates;
4. describe self or a classmate using familiar material;
5. interview someone and report findings in the form of an introduction; and,
6. express personal likes and dislikes regarding leisure activities.

Step 2: Design the learning experiences.
a. Select activities.

Use the brainstorming chart included at the end of Appendix II to choose appropriate activities for the unit.

Step 2b: Select content (concepts and skills).

The students will learn concepts related to:

1. family relationships in English, for example, brothers, sisters, mother, father, in-laws;
2. duration of time;
3. age;
4. the place that someone comes from or was born in;
5. colors, for example, a favorite color, color of hair or eyes;
6. food, for example, favorite food, foods liked and not liked;
7. physical description of self and others;
8. grade or year in school;
9. leisure activities the student enjoys or is able to participate in or excels at; and,
10. introducing new members to a group.

The students will use language to:

1. identify self and others in class by name, country of origin, age, nationality, language spoken;
2. describe self and classmates in terms of likes and dislikes, for example, foods, leisure activities, colors;
3. describe self and others in terms of physical attributes, family, capabilities;
4. exchange information about self with classmates by asking and answering questions;
5. introduce an individual to a group, including personal information and using appropriate social conventions;
6. express personal preferences, for example, for food, colors, activities; and,
7. establish friendships and interests within the class, and with new members.

The students will communicate using appropriate linguistic structures, especially:

1. proper nouns for people, countries, nationalities and languages;
2. personal pronouns in subject case;
3. simple present tense, in simple sentences;
4. intensifiers and adverbs of degree, for example, **well, not very well;**
5. coordinate conjunctions, for example, **and, but;**
6. adverbs in questions, for example, **who, what, when, where, how many;**
7. questions using **do** and **wh** adverbs;
8. verb and infinitive constructions, for example, **like to swim;** and,
9. verb and participle constructions, for example, **enjoy swimming.**

Step 2c: Select resources.

Step 2d: Organize the learning activities.

Arrange activities in the order in which they can best be presented.

Introductory activities should provide interest and motivation, clarify the purpose or objective, and provide diagnostic information to the teacher about students' present level of performance.

Activities designed to develop specific skills should provide opportunities for guided and independent practice; and for continuous review and reinforcement of essential skills in a variety of contexts.

Follow-up and enrichment activities should provide opportunities for students to extend and apply their newly acquired knowledge and skill, and motivate future learning.

Step 3: Implement the learning experience.

Introductory Activities

1. Play a name game in which students learn and practise each other's names in chain drill fashion. The first student says his name, the second student says the first student's name, followed by his own, and so on. Add interest and complexity to the game by having the students add a piece of personal or interesting information to their names, and repeat the drill.

2. Have each student complete an interest inventory consisting of sentences to complete. Each sentence can focus on an element of the course, thereby serving as a diagnostic tool, and should require that the student tell something about himself, for example, "My favorite color is _____. On cold winter days I wear _____."

3. Use the interest inventories to create a game of "Trivial Pursuit" or "Find Someone Who...". Students have to complete a list of items by finding a classmate who fits each description. For example, "Find someone whose favorite color is pink."

Skill Development Activities

1. Use the "Trivial Pursuit" activity to practise asking and answering questions related to personal data.

2. Have students work in pairs asking each other personal data questions. Each student then introduces his partner to the group.

3. Write a group story of introduction, for example, "Introducing Chin-Lee", in which the appropriate manner of introduction is modelled. (As students

continue to practice introductions, the story can serve as a model for those less able to handle the task.) Use the story: (1) for oral reading, (2) to create cloze and guided composition exercises, for example, rewriting and making substitutions, changing from male to female, singular to plural, and so on, (3) as a dictation exercise, and (4) to practise answering questions in writing.

4. Have each student complete a personal data sheet, including age, birthdate, address, phone number, family members, country of origin. Use these to chart personal facts about the class. Focus on languages spoken and country of origin. Use the chart to practise vocabulary, sentence construction and sentence combining.

5. Introduce the vocabulary of leisure activities. Have each student prepare a collage of pictures representing what he likes to do in his spare time. Have each student present his collage to the class by telling about the pictures he has chosen and what activities he enjoys.

6. Create a "rebus" story in which you describe what different students enjoy doing, i.e., words that describe or identify activities are replaced with pictures. Students complete the activity by writing the story, replacing the pictures with the appropriate vocabulary items. Use the story for question and answer practise, guided composition and dictation practise.

7. Create role-play situations in which one student interviews another within some meaningful context, for example, in a doctor's office or upon arrival at school. Allow time to practise; then have students present their dialogues to the class. Students complete an application form for the person being interviewed, and prepare to answer questions about him.

Follow-Up and Enrichment Activities

1. Each student again interviews a classmate and writes an introduction of that person on a small poster. A photograph of the student is attached to the

poster. These are displayed on a bulletin board with strings attached to locations on a map.

2. Create a coat of arms for the class. (A blank coat of arms can be produced by drawing a general shape and dividing it into sections, for example, one across the top, two half-width sections in the middle, and a small one, full width across the bottom.) In each section put words or pictures that represent information about the class, for example, countries of birth, languages spoken, favorite activities, names, favorite foods.

3. Review and practise introductions regularly as new students join the class.

Step 4: Evaluate the students' growth and achievement, and also the instruction.

Evaluate the oral and written activities done in class. Excellent opportunities to evaluate student progress occur in guided composition exercises (activities 6 and 9 above) oral presentations (activities 8, 10), dictations (6, 9), and other projects (8, 11). Other suggestions for student evaluation in ESL 10A are provided in Section VI.

Evaluation done at the end of the unit should include assessment of the listening, speaking, reading, writing and viewing objectives identified in Step 1. This summative evaluation might include:

1. a dictation, including familiar and unfamiliar material;
2. listening questions, in which students listen to introductions, interviews, personal data statements and answer specific questions;
3. an oral interview in which students respond to teacher questions; and,
4. a reading and writing test in which students read stories or dialogues and answer questions; or respond to short answer questions which focus on the

specific skills developed in the unit, for example, vocabulary and linguistic elements.

To evaluate instruction, review the unit to determine the appropriateness of the objectives, activities, content and resources, implementation and evaluation of the unit. The questions provided in the previous sample unit, "I'm Okay, You're Okay", are suitable for evaluating instruction in any unit.

THEMATIC UNIT BRAINSTORMING CHART

VIEWING

- chart personal data of class
- prepare a coat of arms (whole class)
- collage of likes and dislikes

READING

- read stories about classmates and answer questions
- match vocabulary items to pictures (activities)
- read a rebus story
- match countries to map
- match languages to countries

THEME: Getting to Know You

LEARNERS: Beginning ESL 10A

L. A. FOCUS: Language Uses Part I (ESL 10A) /1, 2, 3, 7, 8

WRITING

- exercise using sentence combining with **and** and **but**
- write group stories about each other
- complete an interest inventory
- complete a personal data sheet
- write a poster of introduction

SPEAKING

- interview a classmate and then introduce to the class
- play "Trivial Pursuit" using information from interest inventory
- read aloud group and individual stories
- role-play an interview

LISTENING

- name game with interests
- dictation
- listen to role plays and interviews and then answer personal data questions

APPENDIX III: UNIT 3 — HAVE YOU CHOSEN A CAREER YET?

This unit demonstrates how the planning model can be used to develop an instructional unit focussing on a group of closely related linguistic structures.

This unit deals with the present perfect tense in a variety of forms including affirmative, negative, declarative and interrogative, as well as some idiomatic uses of the tense. Structures are taught within the context of the topic "Occupations".

The linguistic focus should be chosen on the basis of a perceived student need. In this unit, specific uses of the present perfect tense and related linguistic structures have been identified. The topic "Occupations" was chosen for its appropriateness for presenting the structures within a meaningful context. Language uses have also been identified for the unit. The steps of the planning model are noted throughout the unit plan to help teachers become familiar with the model.

Step 1: Identify objectives for skill development.

OBJECTIVES FOR SKILL DEVELOPMENT

Reading

The student will be able to:

1. decode words within the context of the unit;
2. read aloud combinations of familiar material from the unit which utilize the present perfect verb tense;
3. read aloud materials containing some new vocabulary from the unit and demonstrate the ability to apply generalizations that illustrate the use of the present perfect verb tense; and,

4. read silently with comprehension combinations and rearrangements of familiar material utilizing the present perfect verb tense.

Writing

The student will be able to:

1. write questions and answers to questions which use vocabulary related to the theme of the unit and the present perfect verb tense;
2. write guided compositions based on responses to questions using the present perfect verb tense; and,
3. write sentences that illustrate correct use of the present perfect verb tense and maintain continuity of thought and expression.

Viewing

The student will be able to:

1. use and respond to visual cues which signal the present perfect verb tense.

Listening

The student will be able to:

1. understand aurally familiar questions, statements and instructions which incorporate the present perfect verb tense; and,
2. distinguish differences of meaning among various types of Canadian English intonation and stress patterns in idiomatic sentences containing the present perfect verb tense.

Speaking

The student will be able to:

1. respond orally to cues which require the use of the present perfect verb tense;
2. describe orally a familiar situation using the present perfect verb tense; and,
3. describe past experiences (job qualifications) using the present perfect verb tense.

Step 2: Design learning experiences.

a. Select learning activities.

Students will:

1. analyze an interview situation in film;
2. role-play an interview;
3. write interview questions;
4. respond to a newspaper ad orally and in writing;
5. interview people in various occupational settings;
6. read about occupational groups using library resources;
7. complete a personal data sheet;
8. complete an interest inventory;
9. compare two occupations in terms of key characteristics;
10. complete an inventory of personal preferences and values as related to occupational interests;
11. produce a slide-tape presentation about a career or occupational group;
12. give a formal presentation with accompanying commentary of a photo story about an occupational group;
13. read a short story that utilizes the present perfect tense about someone in a particular occupational group;
14. respond in writing to student-produced interview questions;
15. participate in games, readings, paper-and-pencil activities and visual presentations to become familiar with pertinent vocabulary in the context of occupational experiences;

16. role-play a situation where one student must accuse another of something and that student must then defend himself; and,
17. recapitulate an event or an interview that has just taken place.

Step 2b: Select content.

The student will communicate effectively using appropriate linguistic structures, especially:

1. the present perfect verb phrase in a sentence;
2. contractions of the present perfect;
3. negatives of the present perfect;
4. adverbs of time and frequency;
5. compound sentences with coordinate conjunctions; and,
6. questions utilizing the present perfect verb tense.

The student will learn concepts related to:

1. common occupations, including their names and what they entail;
2. making appropriate career choices, including suitability and availability of employment;
3. prerequisites for a variety of occupational choices;
4. searching for a job; and,
5. applying for a job.

The student will use language to:

1. report occupational experiences using the present perfect verb tense;
2. express problems and limitations in job situations using the present perfect verb tense;

3. direct actions of others using the present perfect (**Have you finished that yet? Haven't you finished yet?**);
4. establish formal relations (**Haven't I spoken to you already?**);
5. reorganize information from a personal data sheet or application form to a resume or a letter in the present perfect verb tense; and,
6. hypothesize about the future (**Have you ever considered going to university?**).

Step 2c: Select resources.

Step 2d: Organize the learning activities.

Arrange activities in the order in which they can best be presented.

Introductory activities should provide interest and motivation, clarify the purpose of the objectives, and provide diagnostic information to the teacher about students' present level of performance.

Activities designed to develop specific skills should provide opportunities for guided and independent practise; and for continuous review and reinforcement of essential skills in a variety of contexts.

Follow-up and enrichment activities should provide opportunities for students to extend and apply their newly acquired knowledge and skill, and motivate future learning.

Step 3: Implement the learning experience.

The following order of presentation is suggested:

1. Introductory Activities -- nos. 7, 8, 10 and 15, page 104.
2. Skill Development Activities -- nos. 1, 2, 3, 4, 6, 9, 13, 14, 16, 17, pages 104-105.
3. Enrichment Activities -- nos. 5, 11, 12, page 104.

Step 4: Evaluate the learning experience and the instruction.

Evaluation of student progress in this unit should be both formative and summative and should assess progress in all five communication strands.

A summative assessment measure could be a paper-and-pencil test, including any or all of the following items:

1. Students are asked to interpret a chart of a fictitious person's job history and are then required to answer questions using the appropriate forms of the present perfect verb tense.

2. Students are asked to write a dictation of an original paragraph about some aspects of the job marketplace.

3. Students are required to show facility with the present perfect verb tense by writing answers to questions about their personal, occupational, and experiential backgrounds.

4. Students are asked to complete selected parts of a job application form showing competency in the application of the present perfect verb tense.

In addition, students could be required to participate in the following oral conversational activity. Students are asked to role-play a job interview for the position of stockboy at Canada Safeway. The interviewer is given the format in which to ask the questions.

Further suggestions for student evaluation are provided in Section VI.

To evaluate instruction, review the unit to determine the appropriateness of the objectives, activities, content and resources, implementation, and evaluation of the unit. The questions provided for evaluating instruction in the sample unit "I'm Okay, You're Okay" are suitable for evaluating instruction in any unit.